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ABSTRACT

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

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CAREER EDUCATION RESOURCE UNITS

GRADE: SPECIAL PROGRAMS

March, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by teachers seeking ways to infuse career concepts into their existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individuals lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

The units which appear in these Career Education Resource Volumes were developed by elementary teachers in the Newark School District. The units are organized by grade level. A special volume entitled "Special Programs" has been assembled for programs appropriate for multi-grade activities.

The function of these units is to serve as a guide for teachers who are interested in adapting aspects of career education to their curriculum. They are intended to be utilized primarily as resource materials that can assist teachers in identifying units into which career concepts can be infused, and also in identifying instructional activities that correlate basic skill and career education objectives.

Components of each volume include introductory information which included the district definition of career education and career program goals, the instructional unit, and a listing of the teachers who developed the materials along with the school where the materials were field tested.

Rationale for Elementary Career Awareness:

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying career pursuit.

Definition of Career Education:

Career education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Elementary Career Awareness:

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUB GOALS: To develop in pupils an awareness that:

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUB GOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.

2. People have differing abilities, values, attitudes, and interests; and occupations differ in their requirements and prospects.

3. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.

4. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need some skill or training.

2. All people can and should contribute their talents and capabilities to the world of work.

3. People should adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of work available.

5. Man's work affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieveing career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

FINE ARTS

Unit Title: ALL ABOUT ME

I. Unit Overview: This unit correlates with the area of study in Kindergarten. The unit focuses upon the discovery of self-importance and the development of self-identity.

II. Unit Content Outline:
   A. Physical Appearance and Characteristics
      1. Identifying body parts
      2. Body awareness through movement
   B. Identity
      1. I have a name
      2. I can tell you about me- values
   C. Emotions
      1. Expressing feelings- orally and pictorially
      2. Social development- attitudes towards others

III. Unit Objectives:

   1. The kindergarten age student will illustrate through art projects that he or she has a unique awareness of self.

IV. Unit Description:

   A. Criterion-Referenced Objectives: The student will be able to...
      1. discuss and help to plan the method of approach that will be taken to perform the learning activity task.
      2. develop and refine skills such as drawing, painting, cutting and pasting necessary to the completion of the art activity.
      3. select appropriate materials for a given task.
      4. depict pictorially impressions or experiences that relate to his or her individual characteristics.
      5. proper use and care for art tools.

   B. Learning Activities: The student will...
      1. create a self-portrait in the collage method using crayons, cut paper, materials for clothing and appropriate color yarn for the hair.
      2. create an illustrative composite drawing on construction paper of things that are meaningful and important to the individual student using crayons, markers and paint. This drawing will be curved and stapled into a cone-shaped mobile with string added so that it may be hung up.

Unit Title: ALL ABOUT MY FAMILY

I. Unit Overview: This unit correlates with the area of study in Kindergarten. The unit focuses upon the interaction between the student and the family and moves into the area of responsibilities in the student's home environment.

II. Unit Content Outline:
   A. All About My Family
      1. Family members- immediate
      2. Relatives
      3. Pets
   B. Family Responsibilities
      1. In the home
      2. Outside of the home- as an occupation

III. Unit Objectives:
   1. The Kindergarten age student will illustrate through art projects that he or she has certain responsibilities to the family and within the family.

IV. Unit Description:

   A. Criterion-Referenced Objectives: The student will be able to...
      1. discuss and help to plan the method of approach that will be taken to perform the learning activity task.
      2. develop and refine skills such as drawing, painting, cutting and pasting necessary to the completion of the art activity.
      3. select appropriate materials for given task.
      4. depict pictorially an art project incorporating moveable elements associated with a chore or responsibility found in the family home.
      5. proper use and care for art tools.

   B. Learning Activities: The student will...
      1. create a picture using wooden sticks to represent a bed frame. The student will cut out a rectangular blanket and make a pillow for the bed. The child will attach the bottom of the blanket to the picture so that the bed can be made up and also turned down.
      2. make a 12" x 18" placemat and will glue on a plate and cup. The student will make a napkin, fork, knife, and spoon that can be moved around so that he or she will learn to set the table properly.

Unit Title: THE WORLD AROUND ME

I. Unit Overview: This unit correlates with the area of study in Kindergarten. The unit focuses upon the student as he or she moves outside of the home and family into the school and neighborhood, and the resulting effect on the student's way of life.

II. Unit Content Outline:
   A. School
      1. Who works in my school?
      2. How do they help me?
      3. What are our jobs at school?
   B. Neighborhood
      1. Who works in my neighborhood?
      2. How do they help me?

III. Unit Objective:
   1. The Kindergarten age child will illustrate through art projects that he or she moves out into the environment of the school and of the neighborhood.

IV. Unit Description:

   A. Criterion-Referenced Objectives: The student will be able to...
      1. discuss and help to plan the method of approach that will be taken to perform the learning activity task.
      2. develop and refine skills such as drawing, painting, cutting and pasting necessary to the completion of the art activity.
      3. select appropriate materials for a given task.
      4. depict pictorially impressions or experiences that relate to his or her individual exposure to and involvement in the environment of the school and neighborhood.
      5. proper use and care for art tools.

   B. Learning Activities: The student will...
      1. compose a picture on 12" x 18" construction paper of his or her school building. The student will learn to draw and cut out geometric forms representing windows, doors, sidewalks, lawns, trees, etc. The student will glue these geometric representations onto the large form of the school facility in an appropriate manner.
      2. use tempera paint and marker pens to depict a scene that takes place around the holidays in his or her particular neighborhood such as shopping, preparing foods, wrapping presents, etc.

Unit Title: I NEED MY FAMILY, MY FAMILY NEEDS ME.

I. Unit Overview: This unit correlates to the area of study in Grade 1. The unit focuses upon the study of the family and the home. The students will develop a mural depicting the progression of dependency and interdependency of individuals and their respective duties in the surrounding environment.

II. Unit Content Outline:
- A. Composition of the family
  - 1. Family members
  - 2. Family names
- B. Family work
  - 1. Rules and responsibilities within the home.
  - 2. Values taught in the home
    - a. love
    - b. obedience
    - c. loyalty
    - d. kindness
  - 3. Reflection of emotions
- C. Basic needs of the family
  - 1. Food
  - 2. Clothing
  - 3. Shelter

III. Unit Objectives:
The student will be able to represent pictorially himself or herself and the members of the family. The student will also be able to present a visual representation of the interraction among the family members in the surrounding environment of the home. These pictures will be combined to form a progression mural

IV. Unit Objective:
The student will present a visual representation of the family and of the interraction that takes place in the home environment.

- A. Criterion-Referenced Objective: The student will be able to...
  - 1. draw an interpretation of himself or herself and each member of the family - the completed drawings will be cut out.
  - 2. draw situations protraying interraction among the family members - the completed scenes will be cut out.
  - 3. position and glue the above pictures onto a progression mural depicting the environmental background.
  - 4. develop and refine the skills of drawing, cutting and pasting.
  - 5. properly use and care for art tools.

- B. Learning Activities: The student will...
  - 1. discuss withing his or her group and plan the materials and approach that will be used in making the progression mural.

2. begin a segmented progression mural with the environmental background appropriate to each stage of unit study on "I Need My Family, My Family Needs Me."
3. add individual figures and groups of figures depicting family situations to the appropriate background area to reinforce visually the classroom presentation of this unit.

Unit Title: I NEED MY SCHOOL, MY SCHOOL NEEDS ME.

I. Unit Overview: This unit correlates to the area of study in Grade 1. The unit focuses upon the study of the student moving into a school situation. The student will continue to develop a mural depicting the progression of dependency and interdependency of individuals in the school environment.

II. Unit Content Outline:
- A. School workers and their functions
  1. school workers
  2. duties of school workers
  3. tools and equipment
- B. The school building
  1. the facility
  2. the rooms
  3. the playground
- C. The school population

III. Unit Objectives:
The student will be able to represent pictorially himself or herself in the environmental situation of the school. The student will also be able to present a visual representation of the interraction between the individuals in the school.

IV. Unit Objectives:
The student will present a visual representation of the school facility and the interraction of the individuals in the school environment.

- A. Criterion-Referenced Objective: The student will be able to...
  1. draw an interpretation of himself or herself.
  2. draw an interpretation of situations illustrating the interraction among the school population.
  3. cut out position and glue the above pictures onto a progression mural depicting the environmental background.
  4. refine the skills of drawing, cutting and pasting.
  5. properly use and care for art tools.

- B. Learning Activities: The student will...
  1. continue a segmented progression mural with an environmental background appropriate to this stage of study on the unit " I Need My School, My School Needs Me."
  2. add individual figures and groups of figures depicting school situations to reinforce visually life in the school surroundings.

Unit Title: I NEED MY NEIGHBORHOOD, MY NEIGHBORHOOD NEEDS ME.

I. Unit Overview: This unit correlates to the area of study in Grade 1. The unit centers around the study of the student as he or she is involved in environment of the neighborhood. The students will complete the final sections of a segmented progression mural representing pictorially the effects of the interaction between the student and the neighborhood.

II. Unit Content Outline:
- A. The Neighborhood
  - 1. workers
  - 2. services
    - a. public
    - b. private
  - 3. goods
  - 4. needs
  - 5. responsibilities
  - 6. rules
    - a. safety in the home
    - b. safety outside of the home

III. Unit Objective:
- 1. The student will present a visual representation of the neighborhood and the interaction of the individuals in the environment of the neighborhood.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to ...
- 1. draw an interpretation of himself or herself.
- 2. draw an interpretation of situations illustrating the interaction among the neighborhood population.
- 3. cut out, position and glue the above pictures onto a progression mural depicting the environmental background.
- 4. refine the skills of drawing, cutting and pasting.
- 5. proper use and care for art tools.

B. Learning Activities: The student will...
- 1. conclude a segmented progression mural with an environmental background appropriate to this stage of study on the unit "I Need My Neighborhood, My Neighborhood Needs Me."
- 2. add individual figures and groups of figures depicting school situations to reinforce visual life in the neighborhood surroundings.

Unit Title: HOW PEOPLE HELP ME IN THE COMMUNITY

I. Unit Overview: This unit correlates with the area of study in Grade 2. The unit focuses upon the awareness of the differences among careers in the community and how the services provided help the student.

II. Unit Content Outline:
- A. Community Helper
  - 1. Occupations
    - a. Policeman
    - b. Doctor
    - c. Fireman
    - d. Dentist
    - e. Mailman
    - f. Dry Cleaner
    - g. Milkman
    - h. Baker
    - i. Pharmacist
    - j. Bank
    - k. Veterinarian
    - l. Shoemaker
    - m. Grocer
    - n. Garbage Collector
    - o. Butcher
    - p. Street Cleaner
    - q. Gas Station Attendant
  - 2. Services
  - 3. Uniforms
  - 4. Equipment

III. Unit Objectives:
1. The student will be able to make a set of match-up cards about community helpers. The students will be able to match the uniforms, equipment and services provided with the appropriate illustrated occupation.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
1. discuss and help plan the method of approach used in making the "Community Helpers" set of cards.
2. develop and refine the skills of drawing, measuring, cutting and pasting.
3. proper use and care for art tools.

B. Learning Activities: The student will...
1. Search for appropriate magazine pictures and descriptive illustrations of specific community helpers and the tools they use in providing services. Cut and paste or draw given occupations on one side of a set of 3" x 5" unlined index cards.
2. Make a set of three cards showing the uniform, the equipment and a service provided by a community helper to match up with a fourth card depicting the specific community helper.

COMMUNITY HELPERS CARDS (EXAMPLE)

FIRE FIGHTER

EQUIPMENT

UNIFORM

SERVICE PUTS OUT FIRES

Unit Title: THE AREAS AROUND ME

I. Unit Overview: This unit correlates with the area of study in Grade 2. The unit focuses upon the awareness in differences among the residential, commercial, industrial, recreational and rural areas and the influence of these areas upon the student as well as upon the student's future choice of careers.

II. Unit Content Outline:
- A. The Community
  - 1. Areas
    - a. residential
    - b. commercial
    - c. industrial
    - d. recreational
    - e. rural
  - 2. Features of the areas
  - 3. Population of the areas
  - 4. Careers-occupations within each area

III. Unit Objective:
- 1. The student will be able to depict pictorially the different areas of the surrounding community. The student will be able to use booklet he has made providing a composite visual representation of the community to reinforce his classroom learning activities. The student will be able to translate this two-dimensional learning experience into a three-dimensional one by constructing a model of a community area from one of his illustrations.

IV. Unit Description:

A. Criterion-Referenced Objective: The student will be able to...
- 1. visually depict a given community in the form of an illustration and then the three-dimensional form.
- 2. make a collection of different community illustrations and then make a model of a building from each illustration.
- 3. put together the illustrations in attractive booklet form and then place the three-dimensional constructions onto a community plot plan.
- 4. discuss orally the contrast between the communities and reinforce this with the presentations of the illustrations and model communities.
- 5. select appropriate materials for the two-dimensional and three-dimensional projects.

B. Learning Activities: The student will...
- 1. make an illustration of each of the following community areas using paint, crayons and marker pens: residential areas, commercial area, industrial area, recreationsl area, and rural areas.
- 2. compile a booklet of these illustrations and bind it with an attractive cover. Select a building or section of each illustration and make a three-dimensional model of that community element.
- 3. place the three-dimensional constructions onto plot plan.

Unit Title: CAREERS IN DELAWARE

I. Unit Overview: This unit correlates with the area of study in Grade 4. The unit focuses upon the variety and availability of careers in the state of Delaware.

II. Unit Content Outline:
   A. Delaware
      1. Careers and Opportunities
         a. agricultural
         b. industrial
         c. recreational
         d. professional services
         e. military

III. Unit Objectives:
   1. The student will be able to depict the various careers in the state of Delaware pictorially through the medium of three-dimensional panoramas and two correlated games. The resultant art projects will become classroom learning tools.

IV. Unit Description:

   A. Criterion-Referenced Objectives: The student will be able to...
      1. make a three-dimensional panorama or a two-dimensional backdrop depicting an occupation.
      2. devise and create sets of cards that will become the components of two career-oriented games.
      3. use the panoramas and games as visual learning tools.
      4. refine the skills of drawing, cutting and pasting.

   B. Learning Activities: The student will...
      1. use cardboard boxes with an open front to construct a three-dimensional panorama (or use a two-dimensional paper background) illustrating different careers in Delaware. The central figures will be cardboard puppets so that they can be manipulated within the panorama. The surrounding background will relate to and define the occupation of the puppets.
      2. devise and create two games composed of cards illustrating various occupations. These games will follow the format and rules of "Bingo" and "Rummy." The names of the career-oriented games will be "Jobbo" and Jummy."

Unit Title: PRINT-MAKING AND FABRIC DESIGN

I. Unit Overview: This unit correlates with the area of study in Grade 4 covering a study of the "Clothing Industry." The unit focuses upon the process of print-making techniques used in the making of fabric designs.

II. Unit Content Outline:
- A. Preparing a design on paper suitable to transfer to fabric.
- B. Introduction of print-making techniques.
- C. The process of cutting or making a plate or stencil.
- D. The process of transferring designs to fabric.

III. Unit Objectives:
1. The student will be involved in the learning of the various techniques of print-making and the process of printing on fabric. The student will become aware of the career implications in the area of the clothing industry through the actual participation in the procedure involving designing for fabric to executing a finished product from the fabric.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
1. discuss print-making techniques and select one that he or she wishes to use to make a printing block or stencil.
2. develop and refine skills necessary to making incised or raised-relief designs on linoleum, styrofoam, acetate plastic or cardboard.
3. select appropriate tools for cutting or etching a design.
4. cut out or make a printing block or stencil.
5. transfer a pring to fabric using the proper inking process.

B. Learning Activities: The student will...
1. be introduced to proper print-making techniques through teacher demonstrations.
2. choose a specific technique and make a printing block or stencil.
3. learn about the process of transferring a print to a fabric by teacher demonstration and student experimentation.
4. complete a piece of fabric by printing repeated designs on the material.

Unit Title: CAREERS IN OTHER REGIONS OF THE UNITED STATES

I. Unit Overview: This unit correlates with the area of study in Grade 4. The unit focuses upon the in-depth study of other states and regional areas in America.

II. Unit Content Outline:
- A. Other Regions of the United States
  - 1. Careers and Opportunities
    - a. agricultural
    - b. industrial
    - c. recreational
    - d. professional services
    - e. military

III. Unit Objective:
- 1. Students will be able to select and depict pictorially the various careers available in a state or region of America.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to..
1. make a decision and select a state or region in America that he or she wishes to illustrate.
2. discuss and select the art materials to be used on his three-dimensional booklet cover.
3. define the term "collage" and use a combination of materials in this method of art to make a booklet cover.
4. refine the skills of drawing, cutting, and pasting.

B. Learning Activities: The student will...
1. make a booklet cover in the collage method. Corrugated cardboard or heavy paper in colors will be cut in the shape of states and will be color-keyed to corresponding regions of the United States.
2. Magazine pictures and student drawings will be used as the descriptive illustrations of the representative occupations.
3. learn how to measure and join together the booklet in an attractive and functional manner so that it may be used as an effective classroom learning tool.

Unit Title: ART FROM THE PAST TO THE PRESENT

I. Unit Overview: This unit correlates with the area of study in Grade 5 covering primitive civilization to present day society. The unit focuses upon the study of the increasing complexities involved as man progresses through different stages of civilization. The awareness of art as an integral part of society, as a reflection of the times as a form of communication and as a career will be discussed and will form the basis for art projects to be made by the students.

II. Unit Content Outline:
- A. Primitive Civilization
  - 1. Linear two-Dimensional art
- B. Greek and Roman Civilizations
  - 1. Classical art
- C. Asiatic and Middle-Eastern Civilizations
  - 1. Oriental and Byzantine
- D. Contemporary Civilization
  - 1. Modern and technological art

III. Unit Objective:
- 1. The student will be able to discuss the influence of art on society at the various stages of history from primitive civilization through classical and Oriental cultures to our present technological state. The student will be able to identify four (4) different cultural approaches to art covering a span of civilization from the past to the present.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
- 1. select a photograph or reproduction for the following art categories:
  - a. Primitive
  - b. Classical
  - c. Oriental
  - d. Contemporary
- 2. demonstrate four different drawing approaches suitable to each of the four art categories stated above.
- 3. define and list the distinct differences in the four art forms stated above (acceptability to be determined by the instructor).

B. Learning Activities: The student will...
- 1. study art reproductions, prints and photographs distinctive to the four contrasting forms of culture stated in this unit outline.
- 2. make an art project using the designated drawing techniques listed below:
  - a. primitive art- linear drawing
  - b. classical art- realistic drawing
  - c. Oriental or Middle Eastern art- linear drawing with defined use of pattern.
  - d. contemporary art- geometric design.

C. Materials:
   1. Reinholt Visuals
   2. Smithsonian Magazines
   3. National Geographic Magazines
   4. Fine Art Reproductions and Prints.

Unit Title: ACTIVITY SCROLL

I. Unit Overview: This unit correlates to the area of study in Grade 1-5. This unit focuses upon the student's daily activities in the classroom and the recording of these activities on a moveable scroll. The students will draw their impressions of occurrances in the classroom on the continuous roll of paper. A completed scroll will illustrate the progression of events over the school year.

II. Unit Content Outline:
- A. Progression Scroll
  - 1. Activities
    - a. daily classroom happenings
    - b. daily school happenings
    - c. special activities

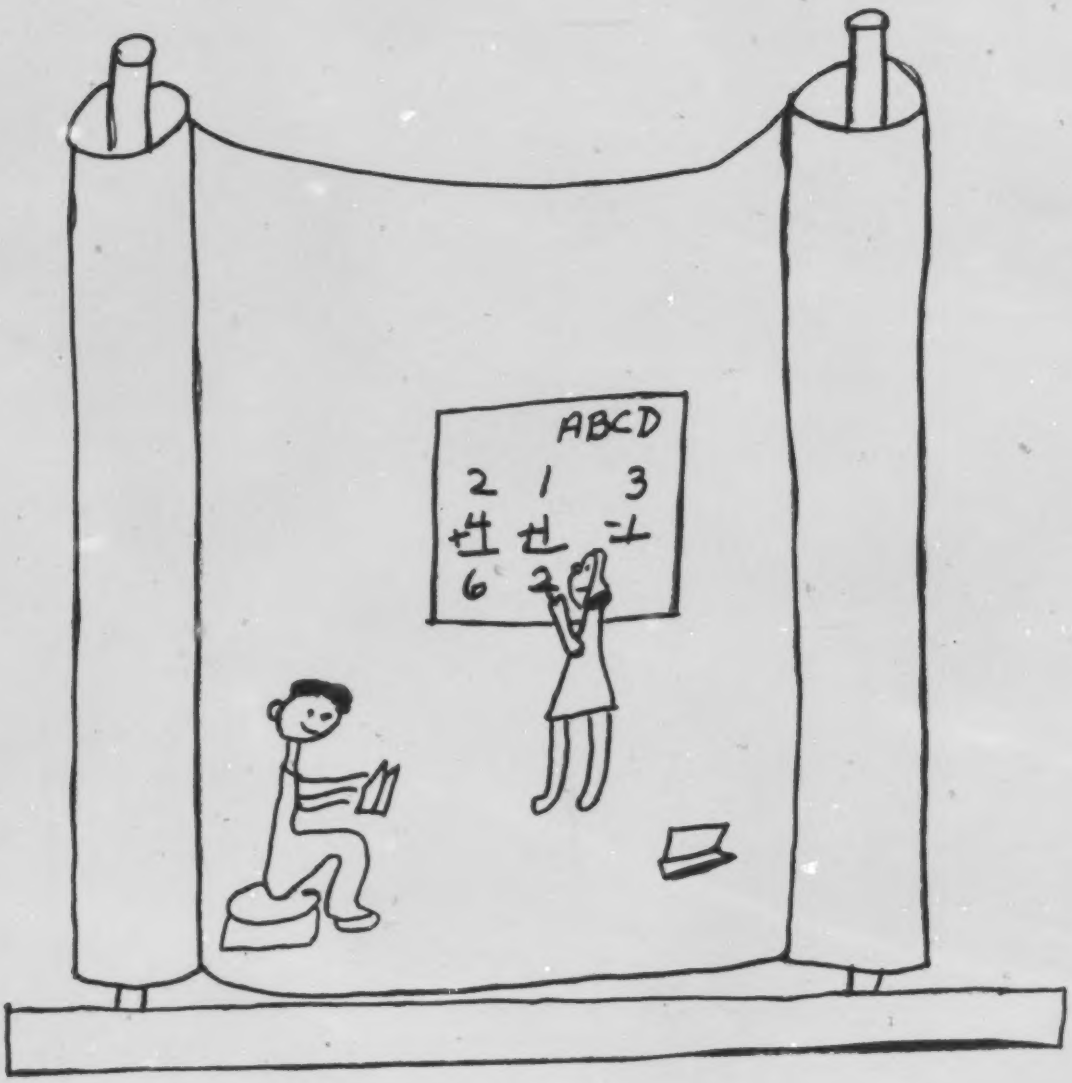
III. Unit Objective:
1. The student will be able to depict pictorially their impressions of the daily activities that have taken place in the classroom on a continuous roll of paper. The scrolls may be set upon two posts on a stand and turned to reveal the contents. The students will be able to use the scroll as a reference tool of recorded past and current school activities. Each month of the year will be represented in the form of a daily diary.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
1. develop and refine the skills of drawing.
2. draw situations portraying daily classroom and special school activities.
3. exhibit as an image and permanent record an illustrated diary in the form of a monthly scroll.

B. Learning Activities: The student will...
1. be given an opportunity to record, by drawing, some significant activity that has occurred during the school day.
2. use the monthly scrolls as reference tools.

ACTIVITY SCROLL EXAMPLE
(DIAGRAM)



Unit Title: CAREER AWARENESS TIME LINE

I. Unit Overview: The time line will be culminating activity for grade levels K-5, correlated with the art program, depicting the child as he moves from self-awareness to career awareness.

II. Unit Content Outline:
- A. Kindergarten - Awareness of Self
- B. Grade 1 - Awareness of self and others
- C. Grade 2 - Awareness of self and community
- D. Grade 4 - Awareness of self, state, and country
- E. Grade 5 - Awareness of self and the world

III. Unit Objective:
1. The students will be able to create pictorially some part of the time line which deals directly with their area of learning about career awareness. The total effect will be a sharing of ideas at all grade levels in a sequential mural which will span one end of the school building to the other.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
1. depict pictorially impressions or experiences that relate to this unit of study that has taken place at his/her grade level.
2. visually follow the progression from self-awareness to career awareness.

B. Learning Activities: The students will...
1. make a time line in the form of a continuous mural to be hung in the hall. Each grade level will be responsible for depicting their own area of study.
2. view the mural as it progressed during the school year.

Unit Title: ARTS

I. Unit Overview: This unit is designed to introduce children to Fine Arts. Children of this age possess only a mere feel for the role of Fine Arts in society and through their experiences in the following units they will hopefully expand their appreciation of the complexities involved in the history and actual creation of artistic endeavors. They will be exposed to various personages actively working in art, music, and theater and they will themselves be involved in their own creative projects. Through their own experiences, they should become aware of the widely varying career opportunities available in the world of Fine Arts.

This unit is designed for the fifth grade level and will be taught to approximately thirty children. The three (3) seperate units should continue throughout the entire school year.

II. Unit Content Outline:
- A. Pre-Test
- B. Identifying Primary Colors
  1. Painting with only primary colors
  2. Reproducing a color wheel
  3. Emotional reations to colors
  4. Writing color poems
- C. Making Paints
  1. Oils
  2. Water
  3. Pastels
  4. Scientific explanation for colors
- D. Art Forms
  1. Career opportunities
- E. Careers in Art
  1. Identifying
  2. Writing letters
  3. Writing press conference
  4. Writing a report
- F. History of Art in America
- G. Post-Test

III. Unit Objectives: The children will be able to...
1. identify the primary colors.
2. define what paints are.
3. identify the many art forms.
4. identify the career opportunities available in the field of art.
5. write a report describing art from Colonial America to the present.
6. express in writing how art mirrors American society.

IV. Unit Description:

Unit Objective #1: The children will be able to identify the primary colors.

A. Criterion-Referenced Objectives:
1. Given a color wheel, the child will be able to identify the primary colors.
2. Given paints and brushes, the child will be able to paint a picture using only the three primary colors.
3. Given paints and brushes, the child will be able to reproduce the colors on the color wheel.
4. Using only the colors on the color wheel, the child will be able to paint a picture by mixing his own colors.
5. Given a specific color, the child will be able to list his emotional reactions to that color.
6. After choosing a specific color, the child will be able to express in a poem what that color suggests to him.

B. Learning Activities:
1. Discuss with the children what primary colors are. Explain why red, yellow, and blue are the only primary colors. Display pictures only using the primary colors.
2. Collect pictures only using the primary colors. Discuss what kinds of things can be made from the three primary colors. List children's reactions to the primary colors. Match pictures to the reactions.
3. Display a color wheel. Discuss how the colors are mixed to form the colors on the color wheel.
4. Practice mixing the colors.
5. Discuss how colors make you feel. Show blotches of different colors (showing no shape) and list on the board the students reactions. Show the children pictures from Paint All Kinds of Pictures by Arnold Spilka and Going for a Walk With a Line by Douglas and Elizabeth MacAgy. Discuss how the colors in the pictures make the mood of the picture.
6. After a discussion on color and mood from #5, explain that the children are going to write "color" poems. Read Hailstones and Halibut Bones by Mary O'Neil to give the children ideas for poems on color. Display the book so the children can refer to it.
7. The following films will pertain to any of the CRO's for Unit Objective #1:
   a. "Joshua In a Box" (King Screen Production)
   b. "Managing Your Emotions" (Coronet Films)
   c. "How Do You Feel" (Film Fair Communication)
   d. "A Day At The Beach" (ACI Films)

C. Materials:
1. Color wheel, paints and brushes (poster or tempera)
2. Cards with paint blotches
3. Spilka, Arnold; Paint All Kinds of Pictures
4. MacAgy, Douglas and Elizabeth; Going for A Walk with a Line.
5. O'Neil, Mary; Hailstones and Halibut Bones.
6. Films listed previously (#7).

Unit Objective #2: The children will be able to define what paints are.

A. Criterion-Referenced Objective: The child will be able to...
   1. define the word "pigment."
   2. list the ingredients needed for making oil paints, water colors, and pastels.
   3. write a paragraph explaining the scientific explanation of color.

B. Learning Activities:
   1. A local artist will come in to discuss the technical aspects of creating art and the career opportunities available.
   2. As a group, the children will make oil paint, water color, and pastels. Draw pictures from the home made paints.
   3. Make a chart depicting how light is composed of many colors. Display a prism that separates white light into colors.

C. Materials:
   1. Local artist
   2. Linseed Oil, any color pigment, glue
   3. Chart paper
   4. Prism

Unit Objective #3: The children will be able to identify the many art forms.

A. Criterion-Referenced Objectives:
   1. Given a set of ten pictures depicting various art forms, the child will be able to identify the art form shown in each picture.
   2. Given a list of five different art forms, the child will be able to record three examples of career opportunities available for each art form.
   3. Given a list of several art forms, the child will choose a specific topic and write a report including the educational background and technical training necessary for a career related to that art form.

B. Learning Activities:
   1. Display pictures of many kinds of art forms.
   2. Display actual examples of various art forms.
   3. Make a flow chart of career opportunities available in the various art form areas.
   4. Collect material on various art forms.
   5. Choose from the list of classroom activities listed at the end of the unit.
   6. Visit the Brandywine River Museum in Chadds Ford, PA.

C. Materials:
   1. pictures and examples of art forms
   2. chart paper

Unit Objective #4: The children will be able to identify the career opportunities available in the field of art.

A. Criterion-Referenced Objective:
   1. Given a list of ten art forms and occupations, the child will be able to match the art form with the appropriate occupation.
   2. Given a list of companies and their addresses, the child will be able to write a letter to a specific company's art department asking for career information.
   3. The child will be able to develop and record ten questions to be used in a press conference of the building art teacher.
   4. The child will be able to define the work "caricature."
   5. The child will be able to develop and record ten questions to be used in a press conference of a person who started making handcrafts as a hobby and then went into commercial business.
   6. The child will be able to write a report comparing the art forms to which he has been exposed.

B. Learning Activities: The students will...
   1. make a flow chart arranging occupations with art forms.
   2. review techniques of letter writing.
   3. building art teacher visits classroom for press conference. Write up newsletter using information from the press conference.
   4. Discuss what a caricature is and display caricatures gathered from newspapers, etc. Discuss the humor involved in caricatures. Have a visitor who does caricatures. Have a visitor who makes and works with marianettes. Invite an illustrator to come and talk to the children. Compile information from previous listings in #4 into a classroom reference booklet. Make a cartoon using caricatures and illustrating an original story.
   5. Invide a guest who works in handcraft. See list of activities listed at the end of the unit.
   6. Compile all of the information from activities above and write an outline.

Unit Objectives #5: The children will be able to write a report describing art in colonial America to the present.

A. Criterion-Referenced Objectives:
   1. Given a list of 15 artists, the child will be able to write a paragraph on each and compile a personal booklet.
   2. Given a list of ten famous American artists, the child will be able to recall five (5) of the artists and his particular art form and the general time period in which he worked.
   3. Given reference materials on art in America, the child will be able to write an outline on art from colonial days to the present.

B. Learning Activities:
1. Display pictures and books of work done by the various artists. Make a bulletin board display of the artists and their work.
2. Read The Art of Colonial America, by Shirley Glubok and discuss the art forms, style, and peculiarities of the artists. Read Paint All Kinds of Pictures by Arnold Spilka. Review Going for a Walk With a Line and discuss how Colonial art differs from modern art. Display books about American artists for the children to look at in free time.
3. Review outlining with the children. Listen to the record of The Mixed-Up Files of Mrs. Basil E. Frankeweiler.
4. Additional Activities:
   a. pictures of artists and their work.
   b. books on American artists.

C. Materials:
1. pictures of artists
2. Glubok, Shirley; The Art of Colonial America.
3. Spilka, Arnold; Paint All Kinds of Pictures.
4. MacAgy, Douglas and Elizabeth; Going for a Walk With a Line.
5. books on artists
6. Konigsburge, E.L.; The Mixed-Up Files of Mrs. Basil E. Frankweiler.

Unit Objective #6: The children will be able to express in writing how art mirrors American society.

A. Criterion-Referenced Objectives:
1. Given a specific picture and information on the period in which it was created, the student will be able to state three ways in which the picture represents society at that time.
2. Given a specific century, the child will be able to list ten characteristics of society at that time.
3. Given a print of a painting, the child will be able to write a commercial using the painting. (The commercial should be appropriate for the time period in which it was painted.)
4. Given a specific event in the American social development the child will be able to paint an original picture to match the event.

B. Learning Activities:
1. Display materials on social development.
2. Display pictures of paintings.
3. Collect comercials from magazines and newspapers. Arrange a bulletin board using the commercials. Make up humorous slogans that could be used for commercials. Creat a product and write a commercial for it.
4. Activities encompassing the entire unit.
   a. Painting original pictures in oils, water colors, etc.
   b. Creating patterns and then doing needle point.
   c. Weaving
   d. Working with ceramics.
   e. Using carving utensils.
   f. Creating bulletin board displays on the tools of an artist.

g. Make flower arrangements from egg cartons or crepe paper and drift wood. (Any material will really work. The children can have an outdoor activity collecting materials to use.)
h. Write an original classbook and illustrate it.
i. Make paper-bag puppets and give a puppet show to another class.
j. Make pictures using "Lamination" (Place crayon showings between two pieces of wax paper and apply a warm iron.)
k. Make collages
l. Make mobiles
m. etc.

D. Evaluation:

I. A. Choose from the list below the three primary colors.

1. red	4. orange	7. black
2. green	5. blue	8. yellow
3. purple	6. brown	9. white

B. Give a brief description of a color wheel.

C. Give a brief explanation of why the primary colors are called primary colors.

II. A. Define (in your own words) the word "pigment."

B. Describe the differences between oil paint and water color.

C. Write a short scientific explanation for color.

III. A. Match the art form to the appropriate occupation.

1. sculpturing	a. picture framer
2. creating cartoons	b. pattern designer
3. illustrating	c. animator
4. painting	d. stone excavator
5. needlepoint	e. book plate designer

IV. A. Write a paragraph expressing how art mirrors society. Use specific examples from class experience.

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17. Weiss, Harvey; Pencil, Pen and Brush: Drawing for Beginners; Young Scott Books, NY; copyright unknown.

Films:

1. ACI Films; "A Day at the Beach."
2. Coronet Films, "Managing Your Emotions"
3. Film Fair Communication, "How Do You Feel"
4. King Screen Production, "Joshua in a Box"

Records:

1. Brody Productions, Newberry Award Records, "The Mixed-Up Files Mrs. Basil E. Frankweiler."

Unit Title: MUSIC

I. Unit Overview: This unit is designed to introduce children to Fine Arts. Children of this age possess only a mere feel for the role of Fine Arts in society and through their experiences in following units they will hopefully expand their appreciation of the complexities involved in the history and actual creation of artistic endeavors. They will be exposed to various personages actively working in art, music, and theater and they will themselves be involved in their own creative projects. Through their own experiences, they should become aware of the widely varying career opportunities available in the world of Fine Arts.

This unit is designed for the fifth grade level and will be taught to approximately thirty children. The three separate units should continue throughout the entire school year.

II. Unit Content Outline:
- A. Pre-Test
- B. Instruments families
  - a. recognition through pictures and sound
- C. Composers and their works
- D. Music forms
- E. Occupations
- F. History
- G. Post-Test

III. Unit Objectives: The students will be able to...
1. recognize the instruments in an orchestra.
2. identify famous composers.
3. list the occupations available in the field of music.
4. trace the history of music.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. Given a picture of an instruments, the student will be able to name the instrument.
2. Given the four musical instrument families and a list of 15 instruments, the student will be able to put the name of each instrument under the proper family.
3. Given a recording of instruments, the child will be able to name the instrument and the family in which it belongs.
4. Given a recording of a symphony, the child will be able to list the instruments being played in any randomly chosen section of the symphony.
5. Given a specific instrument, the child will be able to imitate the sound made and cite a non-instrumental representation of the sound. (Example- lively violin sound = gay, happy, etc.)

B. Learning Activities:

1. Display labeled pictures of instruments. Make pictures of instruments in the families and write descriptions to go with them. Play a game. Guess the instrument. Play on a record player or tape recorder the sound of specific instruments. The children are broken into two teams. Go down the line of children and each one must guess the instrument being played. Give points for correct answers. (Can be done with pictures.) Make your own orchestra. Use bottles with different levels of water (winds and brass). Glasses with spoons (percussion) and boxes strung with different tightnesses of string. (strings) Pick a well-known song and work it out on your instruments.
2. Have a discussion about the four musical families. Explain why various instruments fit into a specific family. Display examples of actual instruments. Show pictures of instruments and have the children put them into the proper family. Read What Makes an Orchestra. Display books on instruments and the orchestra.
3. Play records or tape recordings of instrumental sounds. Show pictures of the instruments at the same time. Play a sound of an instrument and have the children guess the instrument. Have the children imitate the sound of a specific instrument.
4. Play several distinctive symphonies. Point out the instruments played in each section. Give particular attention to the entrance of instruments.
5. Play a recording of a musical instrument and have the children imitate the sound. Discuss what the sound of a specific instrument makes the children think of and what kind of music do you want to listen to when you're happy, sad, angry, etc. Play a recording of a song that uses only one instrument and have the children write how the song makes them feel. Show pictures of the various instruments and have the children give a verbal emotional reaction to each. Write a poem about the feelings you have about the sounds instruments make. Read Beany and His New Recorder by Carol Panter. Have a member of an orchestra come and speak to the children.

C. Materials:

1. Pictures of instruments and instrumental recordings.
2. Bottles, glasses and spoons, boxes and strings.
3. Displays of actual instruments.
4. Balet, Jan; What Makes an Orchestra.
5. Books on instruments and orchestras.
6. Record player and/or tape recorder, recordings of symphonies of your choice and recordings of individual instrumental sounds.
7. Panter, Carol; Beany and His New Recorder.

Unit Objective #2: The student will be able to identify famous composers.

A. Criterion-Referenced Objectives:
   1. Given the name of a composer, the student will be able to name at least one work written by him.
   2. Given a list of ten composers and ten different works, the child will be able to match the composer with the appropriate work.
   3. Given a short verbal description of the highlights of a specific composer the child will be able to choose from a list of composers the name of the appropriate composer.
   4. Given a variety of materials on composers, the student will be able to write a report on a specific composer. The report should include information on the composer's life and musical accomplishments.
   5. During a discussion, the child will be able to state the occupational background (other than music) of a specific composer.
   6. Given a list of three composers and a recording of a musical work, the child will be able to choose the correct author of the work. (Repeat this with different composers and different composers and different recordings.)
   7. The child will be able to state verbally or in writing the training necessary for becoming a composer.
   8. The child will be able to state verbally and in writing at least three occupations in the training of composers.

B. Learning Activities:
   1. Make a bulletin board display of composers and their works. Draw portraits of famous composers and write their best known works attached to the picture. Make a class scrapbook of composers. Play "Concentration." Make cards with composer's names and cards with their works. Match them.
   2. Make written profiles of composers. Make pictures of each profile and arrange them in a class book. Play "Guess the Composer." Each child has a specific composer and gives clues to the other children about the composer (give one at a time.) The child who correctly identifies the correct composer, gets to give the clues.
   3. Start a discussion on famous composers. Each child should have an opportunity to describe the background of a composer.
   4. Play selections from famous works. Have the children guess the composer.
   5. Make a "Flow Chart" of courses of training behind becoming a composer. Make a list of occupations available in the training of a composer.

C. Materials:
   1. Pictures of composers
   2. Construction paper and 3" x 5" cards with composer's names and cards with their works.
   3. Materials on the background of the composers.
   4. Records of famous symphonies, etc.

Unit Objective #4: The students will be able to list the occupations available in the field of music.

A. Criterion-Referenced Objectives: The student will be able to...
   1. write a correct business letter to a symphony orchestra asking for information on employees needed to run an orchestra.
   2. name at least three people upon whom an orchestra depends.
   3. write a correct letter to a music company which makes instruments asking for information concerning people who make the instruments and how the instruments are actually made.

B. Learning Activities:
   1. Choose a representative letter from both one and three and send them to the companies.
   2. Compile the information received from #1 and draw pictures of the various employees for a bulletin board display.
   3. Write interviews for the music teacher. Have the music teacher come into the classroom for a press conference.
   4. Invite a piano tuner to speak to the children.
   5. Invite a person who works in a music store to speak to the children.

C. Materials:
   1. Piano Tuner
   2. Person working in a music store

Unit Objective #5: The students will be able to trace music.

A. Criterion-Referenced Objective:
   1. Given a set of materials on music, the student will be able to select appropriate materials and write an outline on the history of music.
   2. Using the outline from #1, the student will be able to reproduce the information onto an illustrated time line.
   3. Given a list of ten facts on the history of music, the student will be able to record the facts in the proper chronological order.
   4. After choosing a specific instrument, the child will be able to draw a series of pictures showing the development of that particular instrument. (The pictures should include the date in time it was used and a brief description of the instrument.)
   5. Given a crossword puzzle and a list of the possible answers to the questions, the child will be able to accurately complete the puzzle.
   6. Given a variety of materials on the history of music, the student will be able to write a report describing the development of music through the ages.

B. Learning Activities:
1. Display the time lines on the wall.
2. Make a classroom mural showing the development of music.
3. Display the pictures of the various instruments on the wall to show the History of Musical Instruments.
4. Read from How Man Made Music (selected legends).

C. Materials:
1. Mural paper
2. Buchanan, Fannie R.; How Man Made Music.

FACTS ABOUT MUSIC

DIRECTIONS: Look up each of these facts in the encyclopedia and then place them in chronological order.

(6) a. Motets and Madrigals

(4) b. The first Christian art Music form, the plain song.

(2) c. The Egyptian orchestras had as many as six-hundred musicians.

(10) d. Ludwig von Beethoven

(1) e. Drums were made by stretching animal skins over a hollowed tree trunk.

(7) f. Opera is born.

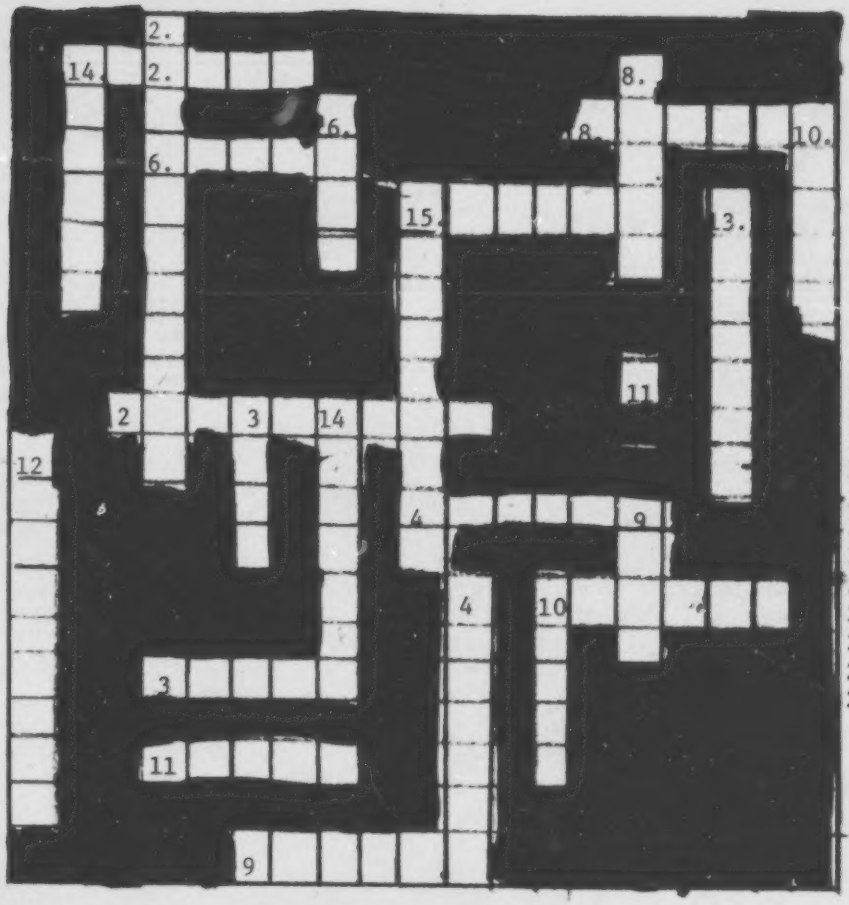
(9) g. Johann Sebastian Bach

(5) h. Hucbald and Guido d'Arezzo invent ways to read and write music.

(8) i. The Classical Period.

(3) j. Euripides, Sophocles, and Aeschylus composed music for their play.

CROSSWORD PUZZLE



POSSIBLE ANSWERS

1. voices
2. scale
3. Handel
4. Ludwig
5. percussion
6. piano
7. chorus
8. chants
9. Brahms
10. drums
11. strings
12. oboe
13. Haydn
14. Motets
15. noise
16. harp
17. harpsichord
18. orchestra
19. minstrels
20. piccolo
21. horn
22. Beethovan
23. violins
24. gong

ACROSS

1. Tones repeated over and over
2. Many instruments played together
3. Hollow stumps covered with animal skins
4. Beethovan's first name
5. Music written for sacred words
6. An instrument whose name means "soft"
7. A musical family that makes its music by hitting one object
8. Vocalists need good _____
9. Composer who wrote the Lullaby
10. Composer who wrote the Messiah
11. Double-reeded woodwind instrument

DOWN

1. Voices together
2. Piano-like
3. Ancient stringed instrument
4. Musical family most represented in the orchestra
5. Singing storytellers
6. Instrument made of brass
7. The "backbone" of the orchestra
8. A sound with no rhythm or melody
9. Instrument in the percussion family that makes a loud sound
10. A "ladder" of notes.
11. Composer who wrote the Clock Symphony
12. The first of the Romantics
13. "little flute"

PRE-TEST

I.

1. oboe	6. viola	11. xylophone
2. violin	7. tympani	12. piccolo
3. clarinet	8. trumpet	13. cymbals
4. saxaphone	9. flute	14. harp
5. French horn	10. snares	15. bassoon

Place the above fifteen instruments into the four musical categories listed below:

STRINGS	WOODWINDS	BRASS	PERCUSSION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____		_____
	_____		_____
	_____		
	_____		

II. As the pictures of the instruments are shown, write in the numbered spaces the name of the instrument.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

III. As you hear the sound of the instrument, write the name of the instrument in the numbered spaces provided.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

IV. Name three people whom an orchestra depends.

POST-TEST

I.

1. oboe	6. viola	11. xylophone
2. violin	7. tympani	12. piccolo
3. clarinet	8. trumpet	13. harp
4. saxophone	9. flute	14. cymbals
5. French horn	10. snares	15. bassoon

Place the above fifteen instruments into the four musical families listed below:

STRING	WOODWINDS	BRASS	PERCUSSION

II. As the pictures of the instruments are shown, write in the spaces the name of the instrument shown.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____

III. As you hear the sound of the instrument, write the name of the instrument in the spaces provided.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

11. _____ 12. _____

IV. Name three people other than musicians and the conductor upon whom an orchestra depends.

1. _____ 2. _____ 3. _____

POST-TEST (con't)

V. MATCH THE COMPOSER WITH HIS WORK.

1.	Johann Sebastian	_____a.	Nutcracker Suite
2.	George Frederick Handel	_____b.	Lullaby
3.	Joseph Haydn	_____c.	5th Symphony
4.	Ludwig van Beethovan	_____d.	The Clock Symphony
5.	Peter Tchaikovsky	_____e.	The Messiah
6.	Claude Debussy	_____f.	Rigoletto
7.	Louis Victor Berlioz	_____g.	Claire de Lune
8.	Franz Schubert	_____h.	Symphony Fantastic
9.	Johannes Brahms	_____i.	Unfinished Symphony
10.	Guiseppe Verdi	_____j.	Passion According to St. Matthew

VI. Listen to the musical works and choose the correct composer from the list of three.

1.	_____Bach	2.	_____Schubert	3.	_____Handel
	_____Tchaikovsky		_____Brahms		_____Haydn
	_____Berlioz		_____Beethovan		_____Tchaikovsky
4.	_____Debussy	5.	_____Haydn	6.	_____Verdi
	_____Verdi		_____Bach		_____Berlioz
	_____Berlioz		_____Schubert		_____Handel

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Unit Title: THEATER

I. Unit Overview: This unit is designed to introduce children to Fine Arts. Children of this age possess only a mere feel for the role of Fine Arts in society and through their experiences in the following units they will hopefully expand their appreciation of the complexities involved in the history and actual creation of artistic endeavors. They will be exposed to various personages actively working in art, music, and theater and they will themselves be involved in their own creative projects. Through their own experiences, they should become aware of the widely varying career opportunities available in the world of Fine Arts.

This unit is designed for the fifth grade level and will be taught to approximately thirty children. The three separate units should continue throughout the entire school year.

II. Unit Content Outline:
- A. Pre-Test
- B. Types of Theater
- C. Occupations
- D. Acting
  1. Dramatize characters
  2. Role-playing
  3. Writing original skits, commercials
- E. Development of the Theater
  1. Need for theater
  2. Role in society
- F. Writing a play

III. Unit Objectives: The student will be able to...
1. define the various types of theater.
2. name the occupations available in the field of theater.
3. express themselves through several forms of acting.
4. trace the development of theater.
5. write their own play.

IV. Unit Description:

Unit Objective #1: The students will be able to define the various types of theater.

A. Criterion-Referenced Objectives:
1. Given five different types of theater (comedy, tragedy, satire, opera, and musical), the student will be able to write a clear definition giving an example of each.
2. Given a specific type of theater, the student will be able to demonstrate his understanding of it by acting out an original dramatization in pantomine.
3. Given a list of suggested plays, the child will be able to read an example of the five types of theater and make a rebus chart depicting the story of at least two types.

4. Given the five types of theater, the student will be able to write an original short skit depicting each type of theater.
5. The child will be able to choose a representative original character from one of the five types of theater and act out the characteristics sufficiently so that the class can distinguish to what type of theater the character belongs.

B. Learning Activities:
1. Discuss the types of theater and their specific characteristics.
2. Make a chart of the types of theater and put representative characteristics under each category.
3. Play guess the story. Have each child act out a scene from a familiar story and have the children guess its name. Then place the story into one of the five types of theater.
4. Display many types of plays for the children to investigate.
5. Play recordings of different types of theater. (Example - the sound-track from Camelot)
6. Show the film "Charley Squash Goes to Town."
7. Show "The Lorax"

C. Materials:
1. Chart paper
2. Variety of plays
3. Recordings of different types of theater
4. "Charley Squash Goes to Town" - available through the Newark School District film library.
5. "The Lorax" - available through the Newark School District film library.

Unit Objective #2: The students will be able to name the occupations available in the field of theater.

A. Criterion-Referenced Objectives:
1. Given the name of a theater guide the student will be able to write a letter asking for occupational opportunities available in theater work.
2. The student will be able to draw a picture of a worker in the theater suitable to use on a mural of theater workers.
3. Given a picture of a worker in the theater the student will be able to identify orally the job that the worker performs.
4. Given a set of 15 workers the student will be able to categorize the workers as theater workers or non-theater workers.
5. Given a list of 15 theater workers and a list of 15 responsibilities of those workers, the student will be able to correctly match the worker with his job responsibility.
6. The student will be able to write a list of questions to ask a visitor from a theater guide.

B. Learning Activities:
1. Make a wall mural of a theater with its workers arranged in it.
2. Display pictures of workers in the theater.

3. Discuss how different types of performances depend on the workers.
4. Make a flow chart of theater occupations.
5. Have visitors from a theater guide to come and talk to the children.
6. Play role-playing game and see if the rest of the class can guess what occupation the students are demonstrating.
7. Play "trade charages" - Make up slips of paper and divide the children into two teams. Each team writes types of workers (theater) on the paper and gives them one at a time to the opposite team to act out.
8. Divide the children into pairs. Have the pair write interviews- one child being the reporter and one child being the theater worker. The interviews should include what type of work the worker does, what duties and responsibilities he has; whether or not he likes his job, etc. Give them for the class.

C. Materials:
1. Mural paper
2. Pictures of workers
3. Visitor from the theater guide

Unit Objectives #3: The student will be able to express themselves through several forms of acting.

A. Criterion-Referenced Objectives:
1. Given a specific situation and character, the child will be able to dramatize the character in that situation.
2. Given a list of fables, the child will be able to act out one of the roles in the fable.
3. The child will be able to write an original skit exemplifying a particular occupation in the theater.
4. The child will be able to write an original commercial and perform it before the class.
5. Given an emotion, the child will be able to dramatize the emotion so that the other children can guess the emotion.
6. Given the name of a play, the student will be able to draw an original marquis and a new title for the play.
7. Given an inanimate object the child will be able to act out an animate interpretation of that object.
8. The child will be able to act out a magic trick for the class.

B. Learning Activities:
1. Make suggestion charts for emotions, characters, and skit titles.
2. Make bag puppets and write a puppet show to give to a kindergarten class.
3. Make masks showing emotions.
4. Play "Pass It Along." The children get into a circle and one child will whisper something to the child standing next to him and he will pass it to the next child, etc.
5. Play shadow pantomines.

C. Materials:
   1. chart paper
   2. sheet (white)
   3. Puppet materials:
      a. paper bags
      b. paint
      c. brushes
      d. newspaper
      e. sticks

Unit Objective #4: The student will be able to trace the development of theater.

A. Criterion-Referenced Objectives: The child will be able to...
   1. construct a time line including at least 15 important events in the development of the theater.
   2. state in writing the need for theater.
   3. describe the role or the theater in society including occupational, recreational, and educational aspects.
   4. draw a picturial representation of a caveman relating a particular event to his friends.
   5. Having read a Greek tragedy, the student will be able to state 3 ways in which Greek theater aided the development of present day theater.
   6. state at least 5 ways in which Greek and Roman theater differs from Modern theater and 5 ways in which they are similiar.
   7. distinguish between Mystery, Miracle and Morality plays by writing a short example of each type of play.
   8. Given a specific scene in a Shakespearian play, the child will be able to act out a particular character.
   9. Using the scene in #8, the child will be able to adapt the skit into a modern setting by acting out the same characters in a modern setting.
   10. Using #8 and #9, the child will be able to write a paragraph explaining how English theater influenced the development of Modern theater.
   11. The child will be able to draw a series of pictures showing how costuming has changed from Greek times to the present.
   12. The child will be able to write a report stating the development of the theater including characters, scenery, costumes, subject matter, and role in society.

B. Learning Activities:
   1. Discuss the influence of theater on our lives.
   2. Discuss the role of theater in our society.
   3. Discuss what theater means to you.
   4. Develop a chart showing how theater is occupational, recreational, and educational.
   5. Discuss how ancient people would relate personal experiences to friends.
   6. Have the children think of a personal experience and act it out in pantomime for the class.
   7. Read the children a Greek tragedy and a Shakespearian play. (Shakespearian plays written especially for children.)
   8. Display different types of plays for the children to read.

C. Materials:
1. chart paper
2. Greek tragedy
3. Shakespearian play
4. Different assortment of plays

Unit Objective #5: The students will be able to write their own play.

A. Criterion-Referenced Objectives: The child will be able to...
1. Name the parts of a play.
2. Given a blank outline of a play the child will be able to write the parts of a play into the proper places in the outline.
3. Given a specific play the child will be able to accurately point out the parts of the play.
4. Given an inaccurate outline of a play, the child will be able to identify the errors and accurately correct them.
5. choose a topic for a play and write an accurate outline for the play.
6. Given the floor plan of a stage, the child will be able to draw and properly label stage locations including imaginary characters placed in selected locations.
7. The child will be able to list all of the people necessary for putting on a play including characters, stage crew, scenery, etc.

B. Learning Activities:
1. Discuss the parts of a play.
2. Read several short plays to the children.
3. Display various types of plays.
4. Actually plan and write an entire original play including props, scenery, etc.

C. Materials:
1. Different types of plays.
2. Materials for writing and executing a play will depend.

D. Evaluation:
Pre-Test: The pre-test will consist of an informal discussion about the mechanics of a play. The children should be made aware of the parts of a play and the necessary personnel needed for putting on an actual production. I do not feel a formal test is appropriate.
Post-Test: The final test for this unit is the actual writing and execution of their original play. I feel this is a far more valuable learning experience than a formal test.

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1. "Charley Squash Goes to Town"
2. "The Lorax"

Unit Title: LET ME ENTERTAIN YOU

I. Unit Overview: Five and six year old children in our society are accustomed to being entertained. In this unit, they will develop an appreciation for and an awareness of the many faceted forms of entertainment. During this study, they will examine four distinctly different forms of entertainment leading to an understanding of the work commitment and the talent necessary for a person to achieve success in his chosen field of endeavor.

II. Unit Content Outline:

A. Music
   1. Instrumentalist
      a. orchestra
      b. band
      c. group
   2. Vocalist
      a. solo
      b. choir
      c. group

B. Drama
   1. puppeteers
   2. actress and actor
   3. pantominist
   4. comedian

C. Sports
   1. the athlete
      a. baseball players
      b. basketball players
      c. football players
   2. juggler
   3. acrobat
   4. twirler

D. Dance
   1. tap dancer
   2. ballerina
   3. Go-Go
   4. creative dancer
   5. ballroom dancer

III. Unit Objectives:

1. The child will develop an awareness of and an appreciation for the many forms of work involved in entertainment.
2. The child will learn that hard work as well as talent is necessary to succeed as an entertainer.

IV. Unit Description:

Unit Objective #1: The child will develop an awareness and an appreciation for the many forms of work involved in entertainment.

Unit Objective #2: The child will learn that hard work and talent are necessary to succeed as an entertainer.

A. Criterion-Referenced Objectives:
1. The child will identify four forms of entertainment.
2. The child will name two types of performers in Music, Drama, Sports, and Dance.

B. Learning Activities:
1. Cut from a magazine pictures of favorite performers.
2. Collect sports cards depicting sport figures, i.e. baseball cards.
3. View various entertainment forms on T.V.
4. Discuss the work involved in a particular performance.
5. View Audio-Visual materials.
6. Listen to records and tapes.
7. Illustrate your favorite performer at work.
8. Invite resource people to the classroom for discussion of the work involved in their form of entertainment.
9. Set up role playing centers within the classroom.
10. Contribute to the wardrobe collection for role playing.
11. Make a shoe box diarama depicting an entertainment scene.
12. Compare sizes of school and professional entertainment work areas.
13. Develop a closed-circuit T. V. program to be viewed by other classes.
14. Prepare a cassette tape for listening center.
15. Choose an entertainment role and perform for classmates.
16. Write a chart or creative story about an entertainer.
17. Discover various forms of entertainment advertised in the newspaper.
18. Make a mural of the world of entertainment.
19. Make rhythm band instruments.
20. Write an original piece of music.
21. Creat costumes.
22. Develop a creative dance routine.
23. Write a short play.
24. Have a ticket booth for an entertainment area. Sell tickets for a scheduled performance.
25. Make posters describing a coming scheduled event.
26. Make and have printed a program for an entertainment event.
27. Write a newspaper advertisement.
28. Use pantomine form to tell a story or express an idea.
29. Make puppets.
30. Create a puppet stage.

31. Make a movie on rolled paper.
32. Use a large carton for a T.V. set and create a program.
33. Participate in Field Day events.
34. Develop a series of muscle building exercises. Relate them to work of the athlete or dancer.
35. Set aside a day for each entertainment area where all classroom activities are related to the chosen art form. Ecample: Sports Day; math, reading, science, music, etc., are interrelated with sports.

C. Materials:
1. T.V. Camera
2. Blank Cassette tapes
3. Microphone
4. Tape recorder

D. Evaluation:
1. Through this unit, each child will have developed or refined an entertainment skill or talent. Using this knowledge, he will take part in a LET ME ENTERTAIN YOU assembly. No other formal evaluation necessary.

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Unit Title: INTRODUCTION TO THE ARTS

I. Unit Overview: The purpose of this unit is to introduce children to the arts as a source of enjoyment and discovery. If a child is reached early enough, he can grow up with the arts naturally, as a friend and a vital source of insight into life. We hope (the music and art teachers) to help children discover how much the artist can communicate to them and touch their lives. They can become more sensitive to the world around them, because they can discover it anew through the eyes and ears of the artist.

We combine several art forms in each lesson knowing that one or another of them will affect just about everybody. In each lesson we explore a basic idea common to all the arts, and then present it in several art languages to help children see how it works.

Statement of intent: The elements of art, such as shape, rhythm, form, and content, are the materials with which the artist works. But these elements are everywhere, all around us, in each childs daily experience. If children can relate the arts to what they know and feel is important, it makes the arts close and real to them.

II. Unit Content Outline: A Kaleidoscopic view of all art languages

The inside world of feelings such as happiness, anger, love, etc.

1. Dance
   a. Several short studies expressing emotion in movement.
   b. Invite a dancer to speak to the class about her work and demonstrate expression of emotion in dance.
2. Music-use of recordings
   a. Golliways Cake-Walk, Claude Debussy, French, 19th-20th century.
   b. Prelude in E Minor-Frederic Chopin, Polish, 19th century.
   c. Rhapsody in D Flat-Johannes Brahms, German, 19th century.
   d. Discussion of how recordings are made, and how they bring the music of composers alive. Instead of having to read the music, we can listen to the finished piece.
3. Art-use of slides and reproductions
   a. Mother with child in her Arms-lithograph by Kaethe Kollwitz, German, 20th century.
   b. Adoration of the Shepherds-painting by Adrea Manteqno, Italian, 15th century.
   c. Dance Macabre-drawing by Paul Klee, German, 20th century.
   d. Old Man In Tears-drawing by Vincent Van Gogh, Dutch, 18th century.
   e. Discussion of Artists and the way they work. Concentration mostly on painters and sculptors because examples of this kind of art work are shown during the unit.

4. Literature-use of Poetry
   a. Frolic-poem by G. W. Russell from Favorite Poems Old and New book by Helen Ferris.
   b. Discussion about why poets write. What kinds of ideas can be expressed in Poetry.

III. Unit Objectives:

1. Given samples of art "languages," such as paintings, musical selections, the student will recognize that each sample communicates something to him, either an emotion or an idea.
2. The student will be able to identify the many different languages of the Arts, such as painting, sculpture, dance, theater, literature, or architecture.
3. The student will know and use his knowledge that one idea can be expressed in all the languages of the arts.
4. The student will know that an artist chooses the language most natural to him to express his ideas. This is one basic reason for choosing a career in the arts.
5. The student will know that there are many different career opportunities related to each area of the arts.

IV. Unit Description:

Criterion-Referenced Objectives: Lesson 1

1. Given 10 pictures, the student will identify 3 out of 5 which express the feeling of joy or happiness.
2. Given 10 pictures, the student will identify 3 out of 5 which express the feeling of sorrow or pain.
3. After listening to several musical selections, the student will identify the emotions expressed in each one.
4. After reading and listening to several poetry selections, the student will identify the emotions expressed in each one.
5. The student will be able to name several occupations related to each area of the arts in which workers of these occupations use an art language to express emotions.

Learning Activities:

A. Art
   1. Self-Portrait Collage
      a. The student will use magazines to find pictures which arouse certain emotion in him. (happiness, sadness, love, etc.)
      b. After cutting out pictures he finds, he will make a collage of hid feelings.
      c. The student will make a silhouette frame of his head to use as a border for his collage.
      d. Materials needed: Magazines, Paper, Paste, Scissors, Colored Paper, Bright light.

2. Painting
   a. The student will experiment with different color combinations to execute "mood" paintings, (different shades of blue, red, etc., or colors that clash)
   b. Materials needed: Paper, Paint (assorted colors) brushes.
3. Discussion
   a. Discuss different occupations in which a worker uses one of the art languages to express feeling or emotion.
   b. Have students identify and compare those occupations which do use the languages of the arts, and those which do not.

Criterion-Referenced Objectives: Lesson II

1. After reading and listening to several poetry selections and stories, the student will tell whether each one expresses a real idea or a make-believe idea.
2. Given 6 pictures, the student will identify 3 out of 4 which express the world of make believe.
3. After singing or listening to several songs he has learned in the unit, the student will tell whether each one expresses a real idea or a make believe idea.
4. The student will be able to take one subject or idea, and illustrate it in three different languages.
5. Given 10 samples of architecture, the student will match correctly pictures of the building with each building's function, 5 times.
6. The student will be able to name 5 occupations in which the worker uses an art language to create a make-believe idea.
7. The student will be able to name 5 occupations in which the worker uses an art language to create or illustrate reality in the world.

Learning Activities:

A. Art
   1. Paint-blot creatures-Have the children world a piece of paper in half and put dabs of different colored tempera paint on one half. Fold the paper again and very carefully press and rub both sides together. When the paper is opened there will be a unique, symetrical design covering it. The child can add lines features, colors, etc., to create a "make-believe" creature in a make-believe world.
   2. Puppetry--Have the children select a story or poem to make into a puppet show. They can divide into groups and make paper maché puppets for each character in the story. These puppet plays can be shown to other classes in the school building (this activity could be a joint project between the languages arts and art teachers).

3. Architecture--The art class can build a community by putting together individual buildings that each child makes. We begin by discussing a community and what buildings are usually found in a community. Each student then chooses a building to construct, using materials such as cardboard paper, straws, wooden sticks, colored paper, string etc. The student must first make an architectural drawing or blueprint before he starts to build. Following his plans he constructs his house or building. After everyone is finished, complete the community by adding roads, sidewalks, etc. Through this project the child can see that a building should, in some way, reflect its function. The architect will use his language to speak to the people of the community. Throughout this project the student must play the part of the architect, builder, community planner, landscaper, road builder, and thus will learn to see a relationship between many careers in a community.

Materials:
1. paint
2. drawing paper
3. wheat paste
4. newspaper
5. paper toweling
6. cardboard
7. straws
8. wooden sticks
9. colored paper
10. string
11. scissors
12. glue
13. ruler
14. pencil

Unit Title: COLOR

I. Unit Overview: This unit is designed to teach the students the basic element and characteristics of color, and to prepare them to utilize what they learn as they explore different art media to complete projects throughout the year in school and at home.

At the lower elementary level the emphasis is only on basics-learning the primary and secondary colors, experimenting with color mixing and use of the color wheel. In grades 4 and 5 emphasis on more varied use of color is stressed. Different color schemes such as mono-chromatic, complimentary, triad, and warm and cool effects are explored.

Discussions about decorating a home or designing clothing, etc., are used to illustrate the importance of color in our lives and in the past.

Basic Goal: In experiencing color, all children need to be encouraged to think about color, and respond to it in their individual ways. They need stimulation, subtle guidance, opportunity and accessible materials to become genuinely interested and involved in the world of color. They must learn about it and be using it.

II. Unit Content Outline:

A. Discussion of color
   1. What is it
   2. Different ways it is used in the student's environment
   3. Do colors affect the way we feel?
B. Use of crayons to experiment with color mixture
   1. What happens when you color red on blue?
   2. What happens when you color blue on yellow?
   3. What happens when you color yellow on red?
C. Paint a picture using Red, Yellow and Blue.
   1. Overlap colors to get the other colors you need.

III. Unit Objectives:

1. Grade 1--objectives:
   a. The student will identify colors by matching color names with color samples.
   b. The student will identify the three primary colors; red, yellow, blue.
   c. The student will apply the knowledge that combining primary colors results in the formation of secondary colors; orange, green purple.
2. Grade 2--objectives:
   a. The student will identify the three primary and the three secondary colors.
   b. The student will apply the knowledge that combining two primary colors results in the formation of a secondary color.
   c. The student will make a color wheel of primary and secondary colors using only red, yellow, and blue.

3. Grade 3-Objectives:
   a. The student will identify the primary and secondary colors.
   b. The student will apply the knowldege that combining two primary colors results in formation of a secondary color.
   c. The student will realize that primary and secondary colors combined result in the formation of all other colors.
4. Grade 4-objectives:
   a. The student will review and demonstrate knowledge of the concepts learned in earlier grades about color.
   b. The student will recognize the warm and cool sides of the color wheel and use them in a fusual project.
   c. The student will recognize the following color-related vocabulary words:
      primary colors
      secondary colors
      value
      warm colors
      cool colors
      complementary colors
      hue
5. Grade 5-objectives:
   a. The student will review and demonstrate knowledge of the elements of color learned in the earlier grades.
   b. The student will explore the following color schemes: Monochromatic, Analogous, Complementary, Triad.
   c. The student will use elements of color he has learned in future art assignments.
   d. The student will recognize the following color-related vocabulary words:
      primary colors
      secondary colors
      hue
      value
      intensity
      triad
      warm colors
      cool colors
      complementary colors
      monochromatic
      analagous

C. Materials:

1. Crayons
2. Paint and brushes
3. Paper

COLOR

TO GIVE PUPILS PRACTICE IN COLOR IDENTIFICATION, DISTRIBUTE LARGE SQUARES OF CONSTRUCTION PAPER IN THE COLORS NAMED IN THE FOLLOWING POEM. AS A COLOR IS MENTIONED DURING THE READING OR RECITATION OF THE POEM, CHILDREN HAVING SQUARES IN THAT COLOR HOLD THEM UP.

"BANANAS ARE YELLOW"

Bananas are yellow.
Tomatoes are red,
Like a fireman's hat,
Or an apple, instead.

Stringbeans are green.
The sky is real blue.
Pumpkins are ourage.
(You know that don't you?)

Snowflakes are white.
Elephants - gray.
Colors are nice.
To watch each day.

D. Evaluation:

Behavior of each student is observed as he works on a project--no test is actually given.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will be able to identify colors (12) by matching color games with color samples or colors of objects in the room.
2. The student will be able to identify the three primary colors--Red, Yellow, and Blue
3. The student will apply the knowledge in his painting project, that combining two primary colors results in the formation of a secondary color.
4. The student will identify the three secondary colors--orange, green and purple.

B. Learning Activities:

1. After seeing the filmstrip "Red, Yellow, Blue," the class will discuss and point out all the different colors around the room. They will then do a painting project and a crayon project.
   a. With the crayons they will begin experimenting with color mixing on a piece of paper they must combine red and blue, and yellow, and red and blue and yellow, and red, blue and yellow. With the three primary colors they will have made the secondary colors and brown.
   b. With red, yellow and blue paint, the children will paint a picture. To get any other color they might need, they must mix the primary colors. In some cases they can mix the colors right on their paper. The walkingtrip mentioned earlier can be motivational for this project

C. Materials:

1. Crayons for each child
2. Poster paper
3. Tempera paints in red, yellow, and blue
4. Brushes

D. Evaluation:

As mentioned before, there is not a test for first graders, but I must observe each child during this unit, to see that he understands the concepts of primary and secondary colors, and color mixing. If the child is successful in the projects he completes, he has achieved the objectives in this unit.

Sub-Unit Title: COLOR (Grade 2)

I. Unit Overview: NONE

II. Unit Content Outline:

A. Discussion of Color
1. What is it?
2. Different ways we use color to express feelings.
3. How is it used in the student's environment?
4. Different media we could use to experiment in color mixing (paint, crayons, clay, prism, lights)

B. Use of color transparencies to illustrate color mixing
1. Overhead projector and overlapping transparencies create a guessing game about color.

C. Use of modeling to experiment with color mixture
1. Equal parts of each of two of the primary colors will mix to form another color (secondary)
2. Equal parts of each of two of the secondary colors will mix to form intermediate colors.

D. Use of crayons to make a color wheel.
1. Overlap colors (primary) to complete a color wheel.
2. Use only primary color crayons.

E. Use of paint for furhter experimentation.

III. Unit Objectives: NONE

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will identify the primary colors: red, yellow, blue.
2. The student will demonstrate color mixing:
red + yellow = orange
red + blue = violet
blue + yellow = green
3. The student will identify the secondary colors: orange, green, violet (purple)

B. Learning Activities:

1. Each student will begin with 3 balls of modeling clay in the primary colors and will mix them to get other colors. They can use the clay to make anything they wish, but the stress willbe on color mixing.
2. Each student will make a color wheel (see attached sheet)
3. Throughout the unit we will discuss how different people can use color in their work. Pictures of people using color are helpful for the child's understanding of the importance of color in certain jobs. Designs (clothing, interior, etc.) Artists, photographers, display workers, etc. all find the use of color important in their work.

C. Materials:

1. modeling clay
2. tempera paint
3. sticks
4. paper
5. pictures of workers in their jobs
6. color wheel

Sub-Unit Title: COLOR (Grade 3)

I. Unit Overview: NONE

II. Unit Content Outline:

A. Discussion of color
   1. What is it?
   2. Why is it important?
   3. In what ways do colors affect our lives(likes, dislikes, feelings, choices, etc.)

B. Use of paint in color experimentation
   1. Paint
   2. Blot designes

C. Use of crayons in color experimentation
   1. Color spinner

III. Unit Objectives: NONE

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will identify the primary and secondary colors.
2. The student will apply the knowledge that combining two primary colors results in formation of a secondary choice.
3. The student will apply the knowledge that primary and secondary colors combined results in formation of all other colors.

B. Learning Activities:

1. Paint-blot designs --The student folds his paper in half and applies red, yellow and blue patches of paint to one side. The paper is again folded and gently rubbed in all directions to mix and spread the paint. When the paper is opened an intricate symmetrical design emerges. The student has first hand experience in seeing the primary colors mixed and formation of other colors.
2. Throughout the unit we will discuss how difficult people use color in their occupation. We could pick out several jobs in which color is an integral part, and study them in more detail.

C. Materials:

1. Paint--red, yellow and blue
2. Poster paper
3. Cardboard
4. Compass
5. Crayons
6. Ruler

Sub-Unit Title: COLOR (Grades 4 and 5)

I. Unit Overview: NONE

II. Unit Content Outline:

A. Discussion of Color
1. Review of primary and secondary colors and color mixing.
2. How is color used today in our world.
3. How were colors used in the past and what influence did this have on present usage.
a. Costumes of the past, of different nationalities of people.
b. Colors in artworks of the past and present
c. State colors and country colors (flags, etc.)

B. Use of paint to experiment with different color schemes
1. complementary colors-opposites on color wheel
2. warm and cool tones-each half of color wheel
3. value scales-Black and White in each color
4. analogus colors-each primary in different hues

III. Unit Objectives: NONE

IV. Sub-unit Description:

A. Criterion-Referenced Objectives:

1. Given one color, the student can find its complement on the color wheel.
2. The student will be able to name the warmer hues and cooler hues on the color wheel.
3. The student will know the color terms listed on the attached sheet.

B. Learning Activities:

1. Comparison of slides-different color usage in each one
a. examples of impressionistic paintings-their handling of complementary colors
1. complement used as shadows against primary colors. Shadowing brings out the greatest and most dazzling intensities of each color.
2. splitting the complements into their two primary components. Instead of red being opposed by green, the two colors that compose green-blue and yellow were laid side by side on the canvas so that the viewer sees them as green. The eye inevitable blends them.

2. Slides:

The Cathedral of Rouen by Claude Monet
Impression-Sunrise by Claude Monet
Haystack by Claude Monet
Still Life Jug and Fruit by Cexanne
Rehearsal of the Ballet on Stage by Degas
Man with a Guiter by George Braque

SUPPLEMENTARY DESIGN EXERCISES:
COLOR

1. Color mixing:

Materials: tempera paint (red, blue, yellow, turquoise, magenta, black and white, white drawing paper, #2 or #3 brush, water, sponge, scissors.

Problem:

a. tints - select a dark color, paint a "swatch" (small sample) of the pure color on the paper. On the mixing tray (palette) add a minute amount of white to the pure color (hue), paint another swatch on the page. Continue adding drops of white to the color until it is actually white. After the swatches have dried, cut them apart and arrange them into a "scale", one swatch overlapping the next. They should blend into one continuous line. By squinting your eyes you can see the "breaks" in the color line. This is called a value scale.

b. tones - make a tint value scale using black and white only. Cut apart as in a. and arrange. From any of the greys you mixed for this scale, mix up a batch of this tint. Select a hue, and add drops of this grey to it until all signs of the hue have been overcome by the grey. As before, cut apart and arrange into a scale.

c. shades - select a hue (a light hue, such as yellow is a challenge) and add to it drops of black until all signs of the hue have been overcome. This scale nears completion quickly, and care must be taken to reduce amount of black added. Cut apart and arrange as before.

NOTES: These three exercises are disigned to sharpen your visual discrimination, and increase control of value and skill handling..

2. Color Wheel - Visual discrimination

Materials: medium of color, including crayons, colored papers (magazine photos can be used)

Problem:

a. make up a small color wheel for reference. Try mixing hues that are opposit one another on the color wheel (complements)

b. mix colors adjacent to one another on the wheel (analagous)

c. mix triads (such as red, yellow, blue, etc.) (Triadic)

d. mix tints, tones, shaded of any of these hues

3. Color Matching: Visual discrimination

Materials: optional

a. cut out a section of a black and white magazine photo (about 5") mount it on a piece of white paper (for a clear and uninterrupted visual field.) With pencil, paint, or any desired medium, try to match values and shapes that you see in the photo onto another piece of white paper. Work equal size. Tips: try to gauge basic shapes (circular, triangular, squarish, etc.) distances between edges of the picture to the edge of a shape, emphasize the light areas by using the darkest value the medium is capable of. When completed, mount (rubber cement is good) next to the photo.

b. similar problem to "a." except a full color photo is used. Again, use only a small section, preferable out of context. It may even help to turn it up-side-down. Choice of media, same tips, also mount.

c. find a small nature object (a piece of grass, a twig, bark, etc.). Mount it on a small piece of white cardboard (Elmer's glue will held it). Do a black and white value "rendering" (exactly matching of the object as possible) in any media. Soft Ebony pencil is particularly well adapted for this.

d. similar to "c.", except for the substitution of color. Tempora paint is well suited.

e. supplement: from here more ambitious problems can be undertaken. Putting together a small still-life with a few items of particular liking to you, doing a small section of something you can see out the window, rendering a section of a patterned or Persian carpet.

Other possibilities: cut open an orange, or an apple, a green pepper, a pineapple, an eggplant, try to record the values as you see them. Steer away from emphasizing linetry to emphasize the value changes through shapes; use lines as last minute accents.

Primary hues: R, B, Y. Printers Primaries: M, T, Y.
Secondary Hues: G, O, V.
Teriary or Intermediate Hues:
YO, YG, BG, RO, RV, BV.

The color wheel is an interpretation of the light spectrum.

For additional information on color and visual perception, read arnheim, Albers (see bibliography). Also see small pamphlet in file with folder with copies of this exercise.

Unit Title: CLAY-POTTERY

I. Unit Overview: This unit is designed to teach the students the basic elements and characteristics of clay, and to give them a chance to experiment with different forms and types of clay building. The techniques they will cover in the unit are as follows:

Pulled Shapes
Coiled
Pinched
Slab

They will also see demonstrations of wheel thrown clay forms (on film), but due to lack of materials, they will not be able to try this method.

The students will also see films of pottery in the making, by people who work in these occupations, and will see finished products as they go on the market place.

II. Unit Content Outline:

A. Discussion
   1. What is it?
   2. How to prepare it for use.
   3. What can you make with it?

B. Demonstration
   1. How to prepare it for use
      a. To wedge clay: knead clay well with hands, they shape into lump which is cut in two and then thrown together several times until all air bubbles are removed.
   2. Modeling techniques
      a. natural shapes which clay assumes should be explored rolls, pots, coils, incised marks.
      b. large models need to be hollowed out if they are to be fired in order that the heat on firing may penetrate.

C. Career awareness
   1. Do you have anything at home which is made of clay (dishes, vases, sculputre, figurines)
   2. Who makes these objects?
   3. Where are they made?
   4. How are they made?

III. Unit Objectives:

1. The student will discover the pliable three-dimensional properties of clay.
2. The student will experience different technique of hand-building clay objects.
3. The students will be able to identify some occupations in which clay is used.

IV. Unit Description:

A. Criterion-Referenced Objectives:
1. The student will discover the pliable three-dimensional properties of clay.
2. The student will make objects of clay using the following types of modeling.
   a. Thumbs or pinched pots
   b. Coil pots
   c. Slab pots or tiles

B. Learning Activities:
1. Thumb or Pinched Pots
   Pat a lump of clay into a ball and hold in cup of one hand. Press thumb into center of ball and pinch outside with pressure of fingers while continuing to rotate clay in left hand. Aim at small simple shapes.
2. Coil Pots
   Pat lump of clay into ball and then flatten into curcular disc, and then prepare several coils of clay by rolling on smooth surface lightly with fingers. First coil placed a little way within wall and pinched to it. The following coils fit slightly within each other. These coils are drawn together to form a firm wall by smoothing the inside walls with modeling tool. Build up in this way until desired size is reached.
3. Slab Pots and Tiles
   Clay is rolled out to about 1/2" thickness and then cut into shapes for tiles or shapes for base, walls and lid of pots. When constructing pot in this manner the walls are attached to the base and one another with thin coils of damp clay acting as cement.
4. Decoration can be added by incising or polishing with smooth pebble, adding coil clay ornaments, or decorating with slip and glaze.

C. Materials:
1. Clay
2. Tools
3. Kiln
4. Slip
5. Glaze
6. Water container
7. Brushes
8. paper towels
9. Masonite board
10. Rolling pin or dowel (for rolling out clay)

PHYSICAL EDUCATION

Unit Title: CAMPING

I. Unit Overview: It was felt by the teachers and principal of Cobbs School that our students needed to become more aware of and acquainted with our outdoor environment, hence the topics, outdoors and outdoor life, were developed as themes for basis of study in September, 1973. The staff decided to explore the possibilities of teaching all subjects with outdoor adventure in mind, to incorporate camping in the curriculum, and to put into effect a field trip to a Maryland campsite (Camp Rodney) as an activity to emphasize this school theme. Immediately, each classroom teacher began to relate his course of study to the outdoors and the enrichment teachers did likewise. Physical education certainly relates very easily to the outdoors since a great deal of structured physical education activity takes place outside. Nevertheless, it was necessary to devise and include in the existing curriculum camp related activities.

II. Unit Content Outline:
- A. Introduction to children camp-type games:
  1. small movement games
  2. large movement games
- B. Hiking
- C. Incorporation of safety rules
- D. Post-camping activities

III. Unit Objectives: The student will be able to...
1. learn and select small movement games which can be played during the camping experience.
2. learn and select large movement games and activities which can be played during the camping experience.
3. recognize the value of hiking and trail following.
4. be safety conscious during the camping experience.
5. observe the outdoors and return from the camping trip with ideas and thoughts on nature and outdoor environment.
6. determine occupations related to the camping experience

IV. Unit Description:

Unit Objective #1: The student will be able to learn and select small movement games which can be played during the camping experience.

A. Criterion-Referenced Objectives:
  1. The student will name five campfire games and lead at least one.

B. Learning Activities:
  1. Jackstraws
  2. Nature Skiddles
  3. Tops
  4. Thigh slap, hand clap, finger snap
  5. Bob for apples
  6. Apple on a string

7. Charades
8. Statues
9. I'm Going Lion Hunting
10. Ten Little Indians
11. Heads, Shoulders, Knees, Toes
12. Farmer in the Dell
13. Follow the Leader
14. Bird's Fly
15. Electric Shock
16. Magic Wand
17. Name Your Neighbor
18. Hucklebuckle Beanstalk

C. Materials:
1. balls
2. apples
3. string
4. pencil, paper
5. chalk

Unit Objective #2: The student will be able to learn and select large movement games and activities which can be played during the camping experience.

A. Criterion-Referenced Objective:
1. The student will name five large movement games and activities and lead at least one.

B. Learning Activities:
1. Clothespin tag
2. Red Light
3. Whistle Stop
4. Midnight
5. Brownies and Fairies
6. Simon Says
7. Old Mother Witch
8. Charlie over the Ocean
9. Hotball
10. Circle stride ball
11. Club guard
12. Call Ball
13. Squirrels in Trees
14. Duck, Duck, Goose
15. Tow Deep Tag
16. Run for Your Supper
17. Beater goes round
18. Red Rover
19. Drop the Beanbag
20. Jump the Shot
21. Spud
22. Circle Dodge
23. O'Leary
24. Steal the Bacon

C. Materials:
1. clothespins
2. balls
3. whistle
4. newspaper
5. jump rope

Unit Objective #3: The student will be able to recognize the value of hiking and trail following.

A. Criterion-Referenced Objective:
1. The student will show proficiency in hiking and trail following by successfully following a pre-set trail.

B. Learning Activities:
   1. Hiking with a theme:
      a. fairy stories
      b. Pied Piper of Hamlin
      c. Three Bears
      d. Sleeping Beauty
      e. Goldilocks and the Three Bears
   2. Questioning while hiking:
      a. How do you feel?
      b. What colors do you see?
      c. Odors?
      d. Sounds?
   3. Techniques of following trail signs

C. Materials:
   1. knife
   2. rocks
   3. sticks
   4. cloth strips

Unit Objective #4: The student will be able to be safety conscious during the camping experience.

A. Criterion-Referenced Objective:
   1. The student will state five safety rules to use while hiking and demonstrate his safety consciousness during a hike.

B. Learning Activities:
   1. Review safety rules of hiking.

Unit Objectives #5: The student will be able to observe the outdoors and return from the camping trip with ideas and thoughts on nature and outdoor environment.

A. Criterion-Referenced Objective:
   1. The student will act out or pantomime at least two camp related games, activities, or experiences. Acceptability will be determined by the instructor.

B. Learning Activities:
   1. Enact animals and plants
   2. Animal folk dances

Unit Objective #6: The student will be able to determine occupations related to the camping experience.

A. Criterion-Referenced Objective:
   1. The student will state at least five possible careers keeping both nature and physical education in mind.

B. Learning Activities: NONE

C. Materials: NONE

D. Evaluation: There is no pre-test given. Evaluation is based on fulfillment of Criterion-Referenced Objectives.

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5. McNally, Tom; Camping; Follett Publishing Co.; Chicago; 1972.
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7. Ormand, C.; Complete Book of Outdoor Lore; Harper and Row; NY; 1964.

Unit Title: ROPE JUMPING

I. Unit Overview: Rope jumping is not only a great source of fun and pink cheeks but is also a valuable source of perceptual motor activity. The child must deal with an object, the rope; he must deal with the coordination of these body parts in order that he might successfully complete the activity.

Rope jumping stimulates all phases of perceptual motor development: balance, awareness of right and left (laterality), awareness of direction in space (directionality), proper body image, total body coordination, and establishment of the relationship between the body and body parts with objects in space (spatial orientation).

Furthermore, rope jumping increases physical fitness and satisfies the need for gross motor activity. It also provides the opportunity for accompanying verbal activity such as song singing and the creation and exploration of new ways to jump and new songs to sing.

II. Unit Content Outline:
- A. Introduction to rope jumping
- B. Different ways to jump rope
- C. Songs to sing while jumping

III. Unit Objectives: The student will...
1. learn the physical activity of rope jumping.
2. be able to discuss several different ways to jump rope.
3. learn several songs to sing while jumping rope.
4. recognize that it is rewarding to master a difficult skill through hard work and a good attitude.
5. be able to pick jump rope songs with job occupations in them.
6. learn the relation of rope jumping to physical fitness and perceptual motor development.

IV. Unit Description:

Unit Objective #1: The student will learn the physical activity of rope jumping.

A. Criterion-Referenced Objective:
   1. The student will successfully jump the salt and pepper types of rope jumping forward and backward ten times.

B. Learning Activities:
   1. Types of rope jumping:
      a. salt (two jumps for each turn)
      b. pepper (one jump for each turn)
      c. forward jumping
      d. backward jumping

C. Materials:
   1. rope for each student.

Unit Objective #2: The student will be able to discuss several different ways to jump rope.

A. Criterion-Referenced Objective: The student will...
   1. successfully jump lasso type rope jumping forward and backward ten times.
   2. name and successfully perform their other ways to jump rope.

B. Learning Activities:
   1. Types of rope jumping:
      a. lasso
      b. cross arms
      c. double turn
      d. skipping, galloping, running, hopping rope
      e. double dutch
      f. jump the shot
      g. cross the creek
      h. higher and higher
      i. waves or serpents
      j. running in, running out (jumping while two others turn rope.)

C. Materials:
   1. ropes for everyone
   2. long ropes for two turners and jump the shot
   3. tape for cross the creek

Unit Objective #3: The student will learn several songs to sing while jumping rope.

A. Criterion-Referenced Objective:
   1. The student will sing two songs while jumping.

B. Learning Activities:
   1. See references at end of unit for numerous songs for jumping rope.

C. Materials:
   1. record
   2. record player
   3. jump ropes

Unit Objective #4: The student will recognize that it is rewarding to master a difficult skill through hard work and a good attitude.

A. Criterion-Referenced Objectives: The students will...
   1. state the meaning of work.
   2. cite examples of good attitude.

B. Learning Activities:
   1. Discussion of definition of work
      a. society is dependent on workers
      b. work is worthwhile

c. work involves production
d. satisfaction can result from work
e. skill or training is necessary

2. Discussion of good sportsmanship, citizenship, dedication, satisfaction, discipline.

Unit Objective #5: The student will be able to pick jump rope songs with job occupations in them.

A. Criterion-Referenced Objective:
1. The student will sing one song while jumping which contains mention of a job occupation.

B. Learning Activities:
1. Songs with mention of occupations (or implications):
a. Gypsy, Gypsy
b. Here Comes Teacher
c. My Mother and Your Mother
d. Mother sent me to the Store
e. Mother, Mother I am Ill
f. Eggbeater
2. See reference material at end of the unit.
3. Discuss the fact that sometimes it is easier to work while singing.

C. Materials:
1. record, record player
2. jump ropes

Unit Objective #6: The student will learn the relation of rope jumping to physical fitness and perceptual motor development.

A. Criterion-Referenced Objectives:
1. The student will state two reasons why rope jumping is beneficial to health and physical development.

B. Learning Activities:
1. Discussion of meaning of physical fitness and how people become fit.
2. Discussion of athletes who use rope jumping as a means of development and as a means of increasing physical fitness.

C. Materials:
1. jump ropes
2. posters of, for instance, football players, wrestlers who utilize rope jumping.

D. Evaluation: Evaluation is based on the fulfillment of the Criterion-Referenced Objectives. It is recommended that these objectives be used as both pre-test and post-test.

REFERENCES

1. "Skip Rope: Thirty-three Skip Rope Games," FC 7029; Folkways Records and Service Corporation; New York City.

2. Worstell, E.V.; Jump the Rope Jingles; The MacMillan Co.; NY; 1961; Page 8.

Unit Title: PARACHUTE PLAY

I. Unit Overview: The purpose of this unit is to provide opportunities for children to explore parachute activity. Parachute activity exercises and promotes development of the middle and upper body parts. Locomotor and game activities and object gathering can all be incorporated into the parachute activity. Furthermore, this activity encourages group cooperation and interdependence as well as stimulating a lot of fun.

II. Unit Content Outline:
- A. Warm-up Exercises
- B. Introduction to the parachute
  - 1. Where did this parachute come from?
- C. Introduction of more complex parachute skills
- D. Introduction of parachute games.

III. Unit Objectives: The student will be able to...
1. use the parachute effectively and remember the differences.
2. exercise middle and upper body parts.
3. work with fellow students to effectively use parachute.
4. learn the origin of parachute.

IV. Unit Description:

A. Criterion-Referenced Objectives: The student will be able to...
1. perform as a group all of the parachute skills.
2. state and give directions for at least three parachute related activities.
3. work effectively with fellow students. Acceptibility will be determined by the teacher.
4. state who uses parachutes.
5. state occupations related to that of person in #4.

B. Learning Activities: With parachute:
1. pull
2. pull and walk in circle (locomotor movements)
3. back pull
4. wave the chute, add balls
5. stretch (umbrella)
6. bend and stretch (mushroom)
7. twist
8. walk under chute (call names, numbers, and colors)
9. mushroom, sit under (duck, duck, goose)
10. sit ups
11. object gathering
12. para-ball
13. mountain
14. balloon (mushroom, walk to center)
    (Play above music)
15. suggested related activity- Marching (bring in careers on servicemen).

C. Materials:
   1. parachute
   2. records and record player
   3. bean bags
   4. deck tennis rings
   5. balls

D. Evaluation: No pre-test will be given. Evaluation is based on fulfillment of Criterion-Referenced Objectives.

REFERENCES

1. Cochran, Wilkinson, and Furlow; A Teacher's Guide to Elementary School Physical Education; Wm. C. Brown Book Co.; Iowa; 1967.

2. Seker and Jones; "Rhythmic Parachute Play," Kimbo Educational Records, educational activities.

RESOURCE PEOPLE

Air Force--Personnel
Sky diving enthusiast
Recruiter for Armed Forces

Field Trips--Dover A.F.B.

Unit Title: EXPLORATION OF BODY MOVEMENTS

I. Unit Overview: The goals of movement exploration are the same as those of any physical education programs: Physical fitness, motor development, and mental and social-emotional growth. Children in the primary and intermediate years have an opportunity through movement to develop motor skills that will prepare them to progress through various developmental stages. This approach to physical education requires total physical and mental involvement. It is concerned with the whole body moving, exploring, and seeking a solution to a stated problem. One of the greatest values of movement exploration is the simplicity of the concept. Each child is separately engaged in reviewing the problem and seeking a solution within the limitations of his own physical and mental abilities.

Because gross motor (large muscle) skills are foundations on which more complex movement patterns are established, all teachers should be concerned that each child receive the chance to develop large muscle control.

A child is never criticized for an incorrect response. Responses should be handled in a positive manner. Everyone has his own interpretation of solving a problem or meeting a challenge. Each child performs as an individual. Each child experiences success.

A child who finds success in physical education, therefore, may gain in general confidence; and since movement exploration is founded on successful experiences, it seems most conductive to increasing the child's self-esteem.

Sometimes group planning or mutual agreement is required as part of the solution to a challenge. In problems such as these there are opportunities for social development.

II. Unit Content Outline:

A. Locomotor movements
   1. walk
   2. run
   3. leap
   4. hop
   5. jump
   6. gallop
   7. skip
   8. slide

B. Other body movements
   1. stretch and bend
   2. twist and turn
   3. pull and push
   4. swing and sway

C. Quantity and quality of movement
   1. space: direction, level, focus, range, body shape.
   2. time: slow-fast, even-uneven.
   3. force: sustained, percussive, swinging, vibratory.

D. Movements using objects such as throwing, catching, kicking, striking, ball handling and work with hula hoops, scoops, tires, etc. are dealt with at another time.

III. Unit Objectives: The student will be able to...
1. perform the eight basic locomotor movements.
2. perform non-locomotor movements of the body.
3. recognize and investigate movement quality, including space, time and force.
4. demonstrate his further awareness of self after completion of unit.
5. identify letters or words and shapes utilized during the course of unit.
6. identify occupations he has acted out during the course of the movement exploration program.
7. successfully perform the Brace Motor Ability Test items.
8. move to a certain drum rhythm (development of rhythm awareness).
9. successfully perform given self-testing and couples stunts.
10. recognize people have differing abilities.
11. see that basic training is necessary for future success in more complex activities.

IV. Unit Description:

Unit Objective #1: The student will be able to perform the eight basic locomotor movements.

A. Criterion-Referenced Objective:
1. The student will be able to perform the eight basic locomotor movements. Acceptibility will be determined by the instructor.

B. Learning Activities:
1. Pounds and Tillotson. Moving, Moving, Moving About; Foresman and Company; Illinois; 1973. Read above book to children. Allow them to perform.
2. Lay contact paper feet on floor in patterns; allow children to follow them.
3. Dance-A-Story--records
4. Walk or move around painted map of local area or United States.
5. Obstacle course
6. Take pictures of children performing and display them.
7. Other learning activities:
   a. Walking
      1. walk out:
         a. storybook characters
         b. occupations
         c. transportation
         d. animals
         e. walk names
         f. clap out arithmetic problems
         g. slow motion, very fast movie
         h. designs:

i. magnets

b. Running:
   1. run in patterns
   2. run in different tempos- use a fast record
   3. run Roman numerals (IX)
   4. run arithmetic problems (3 x 2) (10 - 2)

c. Leaping:
   1. walk, leap into run
   2. run, leap into walk
   3. walk, leap, run
   4. run, leap, run
   5. leap for height
   6. leap for distance
   7. object leaping:
      a. jugs
      b. rope
      c. balls
      d. wands
      e. Indian clubs
      f. mats
      g. books
      h. erasers
      i. etc.

d. Hopping:
   1. hop very low
   2. hop very high
   3. hop 8x one foot, 8x on the other
      a. 6x, 6x
      b. 4x, 4x
      c. 2x, 2x
      d. 1x, 1x
   4. hop with free leg in front, in back, swinging
   5. play hopscotch

e. Jumping:
   1. two foot take off
   2. two foot landing
      a. jump for height (try without using your arms- which is easier?)
      b. jump and reach against the wall
      c. jump for distance
      d. are you landing on your toes?
   3. with a line:
      a. forward jump
      b. backward jump
      c. sideward jump
      d. straddle line, jump and turn, landing in straddle position
      e. jump rope by yourself
      f. make a square by jumping four jumps
      g. jump rope with two people turning for you
      h. do you know any jump rope songs?

f. Gallop:
   1. one foot always leads, rocking motion
      a. gallop forward
      b. backward
      c. change leads
      d. take long steps, short steps
      e. imitate a cowboy
      f. game: "Wild Horses" everyone sits around corral; person in center "breaks his wild horse" with leaps, spins, gallops, kicks; either thrown or tamed.

g. Skipping:
   1. hop plus walk; if you can't skip hold hands with someone who can and try skipping next to them.
      a. skip with a partner in different positions; holding one hand, both hands, both hands crossed, one going forward, one going backward.
      b. skip high, skip low
      c. skip patterns
      d. races, individual or relay
      e. good dance: German Klapptanz

h. Sliding (sideways)
   1. slide in circle everyone facing in
   2. slide in circle everyone facing out
   3. slide in 8 slides, out 8 slides
   4. slide in 6 slides, out 6 slides
   5. slide in 2 slides, out 2 slides
   6. alternate in and out (this is the polka)
   7. slide in circle holding hands
   8. slide bent forward at the waist
   9. slide with arms out to sides
   10. slide with partner, face him, holding both hands

C. Materials:
   1. Masking tape
   2. objects for leaping: jugs, balls, wands, clubs, books, erasers, etc.
   3. jump ropes (short and long)
   4. hopscotch courts
   5. record player
   6. Dance-A-Story records
   7. cargo nets
   8. mattresses for jumping
   9. obstacle course items
   10. refrigerator box with shapes cut out for crawling
   11. contact paper

Unit Objective #2: The student will be able to perform non-locomotor movements of the body.

A. Criterion-Referenced Objective:
   1. The student will be able to bend and stretch, twist and turn, pull and push, swing and sway. Acceptability will be determined by the instructor.

B. Learning Activities:
   1. Mirror activities
   2. Stegle activity
   3. Two rhythm, three rhythm with arms
   4. Canon activities
   5. String attached to body parts
   6. Be a balloon
   7. Laterality exercises
   8. Dance-A-Story records
   9. Songs such as: I'm a Little Tea Pot
   10. Make up challenges of your own

C. Materials:
   1. Stegle
   2. record player
   3. Dance-A-Story records

Unit Objective #3: The student will be able to recognize and investigate movement quality, including space, time and force.

A. Criterion-Referenced Objective:
   1. The student will demonstrate understanding of movement quality by stating the three qualities exposed to him (space, time, and force) and performing at least one dimension of each.

B. Learning Activities:
   1. See Learning Activities from Unit Objective #1.

C. Materials:
   1. See Materials from Unit Objective #1

Unit Objective #4: The student will be able to demonstrate his further awareness of self after completion of unit.

A. Criterion-Referenced Objective:
   1. The student will state whether he was able to perform basic movements before course and if he can now successfully perform them.

B. Learning Activities:
   1. Discuss with students the kinds of things which will be covered during the unit; while the unit is going on ask how he feels; at completion of the unit ask student how he feels.

Unit Objective #5: The student will be able to identify occupations he has acted out during the course of his movement exploration program.

A. Criterion-Referenced Objective:
   1. The student will list movements related to five job occupations he performed during the unit.

B. Learning Activities:
   1. Act out:
      a. what mother does
      b. what father does
      c. imitate a teacher
      d. what does a principal do
      e. continue down a list of occupations you feel appropriate for grades 1-2.

Unit Objective #6: The student will be able to identify letters or words and shapes utilized during the course of the unit.

A. Criterion-Referenced Objective:
   1. The student will correctly identify a circle, square, and triangle. The student will correctly idenitfy five of the following letters: O, S, T, A, C, I, L, V, W, X.

B. Learning Activities:
   1. Make shapes on paper. Have students move or form their bodies into these shapes.
   2. Make letters or simply name letters and have children walk them, shape them with a rope, or make their bodies into them.

Unit Objective #7: The student will be able to successfully perform the Brace Motor Ability Test items.

A. Criterion-Referenced Objective:
   1. The student will demonstrate competence in the Brace Motor Ability Test by successfully passing five items.

B. Learning Activities:
   1. Administer Brace Motor Ability Test including:
      a. one foot-touch head
      b. forward hand kick-jump
      c. kneel, jump to feet
      d. stork stand
      e. single squat balance
      f. grapevine
      g. three dips
      h. side kick
      i. Russian dance
      j. jump over foot

C. Materials:
   1. Brace Motor Ability Test Booklet

Unit Objective #8: The student will be able to move to a certain drum rhythm (development of rhythm awareness).

A. Criterion-Referenced Objective:
   1. The student will demonstrate mastery of basic rhythms by successfully clapping and moving in a specified way (locomotor and non-locomotor) to a drum beat.

B. Learning Activities:
   1. Have children walk, run, hop, etc. to the beat of a drum.
   2. Increase and decrease tempo (quarter, half, and whole notes).
   3. Have children clap to drum beat.
   4. Allow children to beat drum themselves.
   5. Clap rhythm of your name.
   6. Move to drum beat without moving feet.

C. Materials:
   1. drum

Unit Objective #9: The student will be able to successfully perform given self-testing and couples stunts.

A. Criterion-Referenced Objective:
   1. The student will demonstrate five self-test items and five couples stunts.

B. Learning Activities:
   1. Self-Testing stunts:
      a. duck walk
      b. human ball
      c. jump and slap heels
      d. crab walk
      e. thread and needle
      f. folded leg walk
      g. inch worm
      h. seal crawl
      i. heel click
      j. mule kick
      k. coffee grinder
      l. step over the wand
      m. elephant walk
      n. kangaroo hop
      o. bicycle man
      p. log roll
      q. tripped
      r. shoulder rest
   2. Couples stunts:
      a. wheelbarrow
      b. leap frog
      c. handwrestle
      d. back to back (chinese get-up)
      e. Indian leg wrestle
      f. rocker
      g. three legged race
      h. bouncing ball
      i. double walk
      j. wring the dishcloth
      k. angel balance
      l. sitting balance
      m. pyramids
   3. Dance and/or tumbling may be carried on from here.

C. Materials:
   1. tumbling mats

Unit Objective #10: The student will be able to recognize people have differing abilities.

A. Criterion-Referenced Objective:
   1. The student will list the activities he is able to perform and listen to other students list their successes.

B. Learning Activities:
   1. See Unit Objective #1.

C. Materials: NONE

Unit Objective #11: The student will be able to see that basic training is necessary for future success in more complex activities.

A. Criterion-Referenced Objective:
   1. The student will pick a more complex activity and name two basic skills which either help you prepare for the activity or which are included in the activity.

B. Learning Activities: See Unit Objective #1.
   1. Examples:
      a. Skipping is a combination of hopping and stepping
      b. Basketball requires walking, running, sliding, hopping, jumping, bending, pushing the ball, turning, etc.
      c. Rope jumping requires jumping and arm swinging. It can be done at different speeds.

C. Materials: NONE

D. Evaluation: Evaluation is based on fulfillment of Criterion-Referenced Objectives.

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Unit Title: PHYSICAL FITNESS

I. Unit Overview: Most young people do not get enough exercise on their own. Statistics show that children spend a large proportion of their free time engaged in sedentary activities such as television viewing, bus riding, studying, and idle socializing. The school can play an important part in meeting physical development needs of children if they provide a daily period of physical activity.

Physical fitness itself is a broad quality involving medical and dental supervision and care, immunization and other protection against disease, proper nutrition, adequate rest, relaxation, good health practices, sanitation, and other aspects of healthful living. Exercise is an essential element to achieving physical fitness. Strength, endurance, and other desirable physical qualities are best developed through vigorous activity. Physical fitness is achieved through a sensible balance of all these provisions adapted to age, maturity, and capability of the individual.

The physical education program at this point is planned to include physiological fitness goals along with other education aims needed to meet the developmental needs of children. Activities are adapted to individual needs and capacities and are vigorous enough to increase energy utilization and heart rate significantly.

Generally, at the end of the school year, a culminating activity is held which involves the entire student body and requires demonstrations of physical fitness expertise. It is recommended in this particular physical education curriculum to hold Field Day in the guise of an Olympics. This requires student activity not only as participants and models of competition but also as officials, organizers and administrators, publicity people, equipment manufacturers, field maintenance workers, announcers, photographers, and first aid administrators.

Objectives stated below may pertain to all grade levels, not just 4-5, if certain adjustments are made. Exercises must be changed in some places and this writer recommends changing the physical fitness test from the AAHPER to the Kraus-Webber test, if gearing this unit to lower grade levels.

II. Unit Content Outline:

A. Introduction of physical fitness
   1. meaning
   2. initial assessment of physical fitness level
B. Physical fitness activities
C. Introduction and administration of AAHPER* physical fitness test.
D. Olympiad

*American Association of Health, Physical Education, and Recreation.

III. Unit Objectives: The student will...
1. learn the meaning of physical fitness.
2. become familiar with the AAHPER physical fitness test, its rules, and its criteria for passing.
3. participate in physical fitness activities.
4. take the AAPHER physical fitness test.
5. be able to identify physical fitness and career related activities after having experienced the Olympiad and will learn of the interdependence of these positions.

IV. Unit Description:

Unit Objective #1: The student will learn the meaning of physical fitness.

A. Criterion-Referenced Objective:
1. The student will be able to correctly state the definition of physical fitness.

B. Learning Activities:
1. Discussion of physical fitness such as importance of strength, speed coordination, flexibility, agility, endurance.

C. Materials: NONE

Unit Objective #2: The student will become familiar with the AAHPER physical fitness test, its rules, and its criteria for passing.

A. Criterion-Referenced Objectives: The student will...
1. be able to correctly read a chart which states criteria for passing AAHPER physical fitness test.
2. be able to determine his level of physical fitness.

B. Learning Activities:
1. Post AAHPER test including:
   a. pull ups
   b. bent arm hang
   c. sit ups
   d. softball throw
   e. standing broad jump
   f. 50 yard dash
   g. 600 yard run
   h. shuttle run
2. Post chart identifying scores which denote "passing."
3. Post rules for each event.

C. Materials:
1. poster paper and magic markers
2. AAHPER test manual

Unit Objective #3: The student will participate in physical fitness activities.

A. Criterion-Referenced Objectives: The student will...
   1. be able to identify five exercises and correctly tell which part of the body they effect. It's necessary for the student to have prior knowledge of body parts and general body awareness.
   2. recognize that to become physically fit requires a lot of hard effort but these efforts lead to enjoyment subsequently by participating in physical conditioning activities and listing those which are hardest for him.

B. Learning Activities:
   1. physical activities involving gross motor activity
   2. running
   3. animal movements and imitations
   4. exercises:
      a. wheelbarrow
      b. tortoise and hare
      c. trees in the wind
      d. gorilla walk
      e. bunny walk
      f. bunny hop
      g. hop
      h. bear walk
      i. rabbit race
      j. frog stand
      k. coffee grinder
      l. measuring worm
   5. Calisthenics--exercises and activities that affect the cardio-vascular system and most of the major muscle groups.
      Exercises:

deep breather
wing streatcher
one foot balance
jumping jacks
body bender
windmill
back stretcher
squate thrust
bear hug
coordinator
knee raise
curl
side leg raise
pushups

Activities:
bear walk
leap frog
Indian walk
fireman's carry
cross carry

Apparatus:
rope climb
chinning bar
parallel bars
pegboard
horizontal ladder
tumbling
relay races
obstacle course

All Classes begin slowly with warm up activities consisting of such exercises as walking, stretching and bending, easy jogging in place, and deep breathing prior to exercising strenously.

C. Materials:
   1. Large and small apparatus
   2. Obstacle course equipment

Unit Objective #4: The student will take the AAHPER physical fitness test.

A. Criterion-Referenced Objectives: The student will be able to...
   1. recognize and cite rules for at least two of the AAHPER tests.
   2. measure distances necessary for administration of two AAHPER tests.
   3. manipulate and read a stopwatch necessary for administration of two AAHPER tests.

B. Learning Activities:
   1. post rules for all AAHPER tests
   2. provide students with experience in both taking the AAHPER tests and scoring them.

C. Materials:
   1. softballs
   2. tape measure or measuring wheel
   3. stop watches
   4. chinning bar
   5. wooden blocks
   6. markers for start and finish lines

Unit Objective #5: The student will be able to identify physical fitness and career related occupations after having experienced the Olympiad and will learn of the interdependence of these positions.

A. Criterion-Referenced Objectives: The student will...
   1. name five occupations connected with the Olympics.
   2. state reasons why people with Olympics are necessary.
   3. compare his competition in these events to that of the business world by stating three examples of competitive businesses.

B. Learning Activities:
   1. organization and administration of Olympiad student based activity:
      a. amateur athletes
      b. officials: starters, place judges, timers, and score-keepers
      c. activity planners: what events are to be held
      d. equipment manufacturers: what equipment must be made
      e. publicity: posters and advertisement
      f. field maintenance: setting up, lining, measuring, taking down
      g. announcing, newswriting
      h. photography
      i. first aid

C. Materials:
   1. art materials (ribbon ingredients)
   2. field white for lining fields
   3. tables, chairs
   4. P.A. system
   5. softballs
   6. type measure
   7. stopwatches
   8. markers
   9. balls
   10. frisbees
   11. sacks
   12. ties
   13. obstacle course material

D. Evaluation: Evaluation is based on fulfillment of the Criterion-Referenced Objective and performance in either the Kraus-Webber or AAHPER physical fitness test.

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RESOURCE PEOPLE

Coach and trainer from University of Delaware
Sports announcer: Dan Casey? (WNRK)
Equipment person: Jerry Kavall?(Gerards Sporting Goods)
Official
Self-defense enthusiast or specialist: Policeman?

FIELD TRIPS

University of Delaware Fieldhouse tour.

Unit Title: FIRST AID

I. Unit Overview: First aid is the immediate care given to a person who has been injured or has been suddenly taken ill. It can mean the difference between life and death. Why just teach first aid to older boys and girls and men and women? Why must our youngsters remain ignorant? Each child can be as good a helper and administrator of first aid as anyone. After all, a child may be the only one around to help.

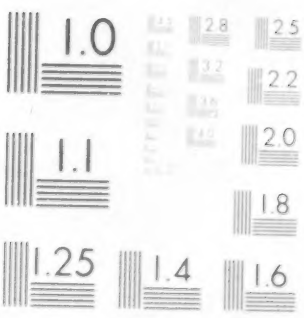
II. Unit Content Outline:
- A. Introduction to first aid
  - 1. definition
  - 2. reasons for
  - 3. general directions
- B. Wounds
  - 1. causes
  - 2. first aid
  - 3. prevention
- C. Respiratory emergencies
  - 1. causes
  - 2. artificial respiration
  - 3. prevention
- D. Poisoning
  - 1. causes
  - 2. first aid
  - 3. prevention

III. Unit Objectives: The student will...
1. learn the definition of and reasons for first aid.
2. learn the three injuries or emergencies which require prompt first aid because of the immediate danger to life.
3. be able to discuss simple, general directions for giving first aid.
4. will be able to discuss wounds: definition and causes, first aid.
5. be able to discuss artificial respiration may be necessary or helpful, and the best type of artificial respiration.
6. be able to discuss poisoning: causes, prevention, and first aid.
7. be able to discuss careers related to first aid.

IV. Unit Description:

Unit Objective #1: The student will learn the definition and causes, first aid, and prevention.

A. Criterion-Referenced Objectives: The student will...
1. state the definition of first aid.
2. list two reasons for learning to administer first aid.


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2

B. Learning Activities:
1. "American Red Cross Youth News" magazines (see Reference for which issues to use).
2. Assignment for reading safety and first aid books found in your library.
3. Discussion of definition of and reason for administering first aid.

C. Materials:
1. "American Red Cross Youth News" magazines.

Unit Objective #2: The student will learn the three injuries or emergencies which require prompt first aid because of the immediate danger to life.

A. Criterion-Referenced Objective:
1. The student will state that excessive bleeding, stoppage of breathing, and poisoning are the three emergencies which require prompt first aid because of the immediate danger to life.

B. Learning Activities:
1. Discussion of the three emergencies which require prompt attention.
2. Red Cross instructor as guest speaker.
3. Film

C. Materials:
1. Film

Unit Objective #3: The student will be able to discuss simple, general directions for giving first aid.

A. Criterion-Referenced Objectives:
1. The student will be able to select from a list of general directions for giving first aid those most useful in administerting first aid. Examples might include calling for help, giving urgently needed first aid, checking for injuries, planning what to do.

B. Learning Activities:
1. "American Red Cross Youth News" magazines
2. Bandages
3. Students willing to act as victims
4. Make-up for wounds
5. Samples of poison
6. Other play materials

Unit Objective #4: The student will be able to discuss wounds: definition and causes, first aid, and prevention.

A. Criterion-Referenced Objectives: The student will...
   1. state that the definition of a wound is a break in the skin and that there are four types of wounds: abrasions, incised wounds, lacerated wounds, punctures, and convulsions.
   2. be able to identify objects found around the home or at school which could cause wounds.
   3. list first aid measures to take in caring for wounds including calling for other help, cleansing the injury, applying special dression. He will learn the objective in giving first aid for wounds is to protect the wound from contamination, control bleeding, and seek medical help.
   4. recognize the value of applying pressure to a wound by stating reasons for doing so.
   5. list at least three measures which can be taken around the home to prevent wounds.

B. Learning Activities:
   1. Reading "American Red Cross Youth News" magazine
   2. Display of wound-causing items
   3. Demonstration of caring for wounds
   4. Workshop for children for practicing bandaging
   5. How to telephone for help
   6. Guest lecturer: nurse

C. Materials:
   1. Wound causing items
   2. Bandages
   3. "American Red Cross Youth News" magazines
   4. Posters of types of wounds
   5. Posters of steps to take when caring for wounds
   6. Telephone

Unit Objective #5: The student will be able to discuss artificial respiration, definition, condition where artificial respiration may be necessary, and the best type of artificial respiration.

A. Criterion-Referenced Objectives: The student will...
   1. state the objective of artificial respiration: to maintain an alternating increase and decrease in the expansion of the chest and to maintain an open airway through the nose and mouth.
   2. define artificial respiration as the procedure for causing air to flow into and from the lungs when natural breathing stops.
   3. recall that breathing may stop because of electric shock, drowning, poisoning, or choking.
   4. learr the mouth-to-mouth (mouth-to-nose) method of artificial respiration.

B. Learning Activities:
1. Reading "American Red Cross Youth News"
2. Demonstration of artificial respiration using either live models or a dummy.
3. Description of lungs and breathing mechanism.
4. Workshop for children for practicing artificial respiration.
5. How to telephone for help.
6. Guest lecturer: lifeguard.

C. Materials:
1. " American Red Cross Youth News" magazine
2. Poster of lungs
3. Dummy for administration of artificial respiration
4. Telephone

Unit Objective #6: The student will be able to discuss poisoning causes, prevention, and first aid.

A. Criterion-Referenced Objectives: The student will...
1. state the objective of first aid for poisoning is to dilute the poison as fast as possible, to induce vomiting except as advised, and to seek medical help.
2. list as many poisons as he can which are found around the home or school.
3. list ways to prevent poisoning by determining what to do with each item listed in #2.
4. list first aid steps to employ where poisoning has occurred including: saving suspicious jars or labels, diluting poison by giving victim water or milk, calling for help, inducing vomiting except when victim has swallowed strong acids, alkalis, petroleum products, or is unconscious.

B. Learning Activities:
1. Reading "American Red Cross Youth News"
2. Display of examples of poison found at home and school.
3. Demonstration of administering first aid for poisoning.
4. Workshop for children to practice first aid.
5. How to telephone for help; telephone operator as resource person.

C. Materials:
1. "American Red Cross Youth News"
2. Poison examples
3. Telephone

Unit Objective #7: The student will be able to discuss careers related to first aid.

A. Criterion-Referenced Objective:
1. The student will name job occupations of those people who are more apt to give first aid than others and list those people who do not give first aid at all.

B. Learning Activities:
   1. Guest speakers:
      a. doctor
      b. nurse
      c. athletic trainer
      d. Red Cross instructor
      e. fireman
      f. ambulance driver
      g. lifeguard

C. Materials: NONE

D. Evaluation: Evaluation is based on fulfillment of the requirements of the Criterion-Referenced Objectives. It is suggested by this writer that each teacher make up a lab practical exam to test students' abilities in giving first aid. This test must be made with the ages and abilities of students in mind. It could also be a base on which the play could be built. Workshops would be practice sessions for the test.

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Unit Title: TEAM SPORTS

I. Unit Overview: Team sports play such a large role in the educational activities of people nowadays. We play them, we go to watch them being played, we watch them being played on television and listen on radio, we worship our popular players, we buy items at stores related to them is some way or another, we read about them in books and newspapers, maybe our work is connected with them.

Children in elementary school are very aware of team sports and athletic progress and are anxious to learn about them or improve their skills in them. The teaching of sports is an integral part of the physical education curriculum; examples of team sports which can be exposed to children at school are soccer, football, hockey, basketball, volleyball, and softball.

Before children participate in team sports, they must first master, with some degree of success, the skills essential in the successful playing of the game. Children will get more physical activity and opportunity for skill development and improvement in the lead up type games. The actual team game should be reserved as a culminating activity of the planned unit.

All children at Cobbs are exposed to seasonal sports on a developmental continuation. For instance, lower levels may just learn exercises and some skills related to a sport; middle levels may learn the exercises and skills that move to lead up games; and upper levels may perform, exercises skills, drills, lead up games, and maybe actually play the sport.

The unit overview is not an overview for a unit on one particular team sport but an overview for a unit on any team sport. The behavioral objectives which must be met as well as skills, exercises, drills, rules taught, equipment needs and pupil evaluation techniques differ from sport to sport but the unit overview and basic unit objectives remain the same for each sport (unit objectives would differ slightly for younger children).

II. Unit Content Outline:

A. Introduction to the sport
B. Execrcises related to sport skills or necessary for muscles utilized when playing sport
C. Skills explained
D. Drills
E. Lead up games
F. Actual playing of sport and learning its rule

III. Unit Objectives:

1. The student will be able to perform exercises related to the team sport taught.
2. The student will learn skills necessary for playing the team sport taught.
3. The student will learn drills necessary for practicing skills and learn that training is necessary for good performance.
4. The student will learn lead up games which incorporate the necessary skills for playing the team sport taught and which are very similar to the game itself except on a simpler level.
5. Given the skill level and/or age level are appropriate, the student will learn rules to playing the team sport and will play the game itself.
6. The student will be able to discuss the meanings of teamwork and interdependence and will learn to cooperate with fellow team players.
7. The student will learn the meaning of competition.
8. The student will play in an atmosphere of safety, fair play, and good sportsmanship.
9. The student will learn to share responsibility to the care and handling of equipment.
10. The student will learn careers related to each team sport taught.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities: NONE

C. Materials:

1. AAHPER, Career Information, 1201 16th Street, N.W., Washington, DC 20036.
2. "Career World" The Continuing Guide to Careers, Curriculum Innovation, Inc., Vol. 2, No. 6, Mid-February, 1974, pp. 22-23.
3. Cochran, Wilkinson, and Furlow, A TEACHER'S GUIDE TO ELEMENTARY SCHOOL PHYSICAL EDUCATION, Wm. C. Brown Company, Inc., Iowa, 1967.
4. Green, Carla, I WANT TO BE A BASEBALL PLAYER, Childrens Press, Inc., 1961.
5. Masin, H.L. HOW TO STAR IN BASKETBALL, The Four Winds Press, New York, 1968.
6. Ray, Jaonne, CAREERS IN HOCKEY, Learner Publications Company, Minnesota, 1973.
7. Vogelsinger, Hubert, HOW TO STAR IN SOCCER, The Four Winds Press, New York, 1968.
8. Masin, H.L. HOW TO STAR IN FOOTBALL, The Four Winds Press, New York, 1966.

SPECIAL EDUCATION

Unit Title: LISTEN AND SPEAK

I. Unit Overview: The importance of listening and speaking is fully understood by educators today. It is the teacher's task to stimulate and reinforce these two skills. To incorporate career awareness into the development of listening and speaking is an attempt to motivate the learner by making the instruction interesting and purposeful.

II. Unit Content Outline:

A. Be a Good Listener
   1. What is a good listener?
   2. How can I be a good listener?
   3. Why should I be a good listener?
   4. Are there people who earn their living by listening?

B. Be a Good Speaker
   1. What makes a good speaker?
   2. How can I be a good speaker?
   3. Why should I be a good speaker?
   4. Are there any people who earn their living by speaking?

C. Occupations
   1. Are there occupations which require both listening and speaking?

III. Unit Objectives: The student will:

1. recognize the necessity for listening.
2. investigate methods which produce better listening habits for him.
3. suggest rules that apply to effective listening.
4. distinguish between examples of correct and incorrect speech patterns.
5. recognize his own speech pattern.
6. devise a method to correct any poor speech pattern
7. develop rules to enhance ease in speaking
8. use the rules for better listening
9. use the rules for proper speaking to engage in group discussions
10. be able to use the tape recorder, filmstrip viewer, record player.
11. identify careers that depend on the ability to listen.
12. identify careers that depend on the ability to speak.
13. find pictures of people engaged in these occupations.
14. investigate careers presented.
15. understand occupations well enough that we can engage in role-playing.
16. gather data through information received from learning activities he engages in.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will be able to verbally recall all three of the rules of good listening.
2. Given a series of verbal commands, the student will advance two steps from his first attempt.
3. The student will be able to verbally recall four of the six rules for good speaking.
4. Select eight of the 15 occupation pictures given and be able to identify them by name.
5. Select five of the 15 pictures given and be able to describe three characteristics of each of the five selected.

B. Learning Activities: NONE

C. Materials:

1. construction paper
2. magazines
3. yarn
4. career comic books
5. trade books
6. telephone book
7. chart papers
8. paper punch
9. white composition paper
10. addresses for letter writing
11. envelopes
12. postage stamps
13. story paper
14. newspring
15. tape recorder, tapes
16. record player
17. filmstrip viewer
18. crayons
19. felt-tip markers
20. pencils
21. films
22. filmstrips
23. restaurant order pads
24. steno pad
25. judges' gavel
26. play cash register, etc.
27. resource people
28. volunteer mothers to help gather and prepare material and in some cases work 1 to 1 with students
29. Peabody Language Development kit
30. Appropriate worksheets

D. Evaluation:

1. Using your own tape, record all three rules we use to describe a good listener.
2. Using your own tape, record at least four of the six rules for good speaking.
3. By listening to the teacher's tape, do as many of the tasks given to each verbal command as you can.
4. When you are ready, come to me and be able to identify by name pictures of at least eight of the 15 occupations discussed.
5. When you are ready, come to me and be able to describe at least three characteristics of five of the 15 occupations discussed.

6. Turn in your Career Scrapbook when it includes:
   a. a collection of pictures pertaining to as many of the the occupations we have discussed as you can find from magazines, newspapers, etc.
   b. your own illustrations of you at work doing at least three of the 15 careers investigated that interest you most.
   c. your own stories of at least three of the 15 careers investigated that includes at least three of the characteristics of each career.
   d. anything else you would like to include in your scrapbook.
7. Using your tape, record four of the six rules for good listening.

Unit Title: PERSONAL HEALTH

I. Unit Overview: Personal health lends itself naturally to an important aspect of career awareness. Slovenly, poor-appearing persons are not usually those most likely to gain employment in the world of work. It is necessary, then, to attempt to establish good habits that could lead the way to mental security in that the student will be able to care for himself, while in the interim enjoy good personal health.

II. Unit Content Outline:

A. Personal
1. What is personal health?
2. How can I develop better personal health habits?
3. Why should I develop better personal health habits?
4. What careers are there in the health field?

III. Unit Objectivtes: The student will:

1. recognize the importance of good personal health.
2. investigate rules that lead to good personal health.
3. investigate good grooming methods.
4. suggest rules for good personal health.
5. use these rules in his/her daily living.
6. indentify careers involved with aspects of personal health.

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. The student will be able to recall three of the five rules for personal health cleanliness.
2. The student will be able to verbally recall three of the four rules for selecting proper foods.
3. The student will verbally state three of the four rules for safety.
4. The student will be able to verbally recall three of the three rules for rest and relaxation.
5. The student will be able to orally identify by name pictures of 12 of the 20 career fields.
6. The student will be able to orally describe three characteristics each of five of the 20 career fields presented.

B. Learning Activities: NONE

C. Materials

1. paper
2. felt tip pens
3. filmstrips and viewer
4. tape recorder
5. career comic books

6. career world magazine (for teacher resource)
7. iron and ironing board
8. trade books
9. envelopes, stamps
10. shoe shine kit
11. toothbrushes, paste
12. paper plates
13. glue
14. kleenex
15. large mirrors
16. resource people
17. volunteer mothers

D. Evaluation:

1. A great deal of the information covered in this unit will be intended to compliment regular classroom unit coverage, therefore testing on personal health, per se, would be redundant for the student.

2. Career testing would be:

   a. When you are ready, come to me and be able to orally identify by name pictures of 12 of the 20 career fields presented.
   b. When you are ready, come to me and be able to orally describe three characteristics each of five of the 20 career fields presented.

Unit Title: UNDERSTANDING OURSELVES AND OUR RELATIONSHIP TO OTHERS

I. Unit Overview: NONE

II. Unit Content Outline:

A. Discussion on model story
B. Apply knowledge gained from the story to a similar situation
C. Identify feelings of confidence and lack of confidence.
D. Demonstrate the effect of negative or positive self-image.
E. Compare individual children's reaction to puppet activity.
F. Demonstrate learning to be practicing learned concepts to other areas of school.
G. List and discuss self-concept, negative and positive.
H. Discussion of attitudes through self-awareness activities.
I. Name roles children assume when interacting with others.
J. Discuss people who have influence the children and how they feel.
K. Explanation of character and personality traits in ego groups.

III. Unit Objectives:

1. Pupils will discuss and will gain knowledge about self-concepts and self-confidence.
2. Pupils will be oriented towards families of jobs.
3. Pupils will supply knowledge on how they might feel and act in a similar situation.
4. Pupils will develop aspirations in keeping with his abilities.
5. Pupils will identify feelings of self-confidence and be given chances to build on this knowledge through experience.
6. Pupils will be oriented toward families of jobs.
7. Pupils will develop aspirations in learning with this abilities.
8. Pupils will learn ways of making social contact.
9. Pupils will contribute to the success of a group social experience.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Discuss:
   a. Reading or making up a story involving two or more children having an opportunity to develop their confidence and thereby increase their self-esteem.
   b. Talking about the children's ideas and feelings about the story and the people in it.
   c. Then relate this episode to the children's own experiences.
2. Describe other ways the people in the story might behave.
3. Apply:
   a. Knowledge gained from the above activities to a career to other supplementary activities to reinforce learning.
   b. This activity presents stories, role playing, and discussions with relate or illustrationship to confidence and self-esteem can result from understanding one's work related abilities.

4. Identify:
   a. the feeling associated with having confidence and those associated with a lack of confidence through role playing.
   b. in this activity, children enact the performance of certain tasks showing how these tasks would be someone who had self-confidence, and by someone who did not.
5. Compare:
   a. individual children's reactions to puppet activity for emphasis on the importance of the role of self-esteem in influencing one's social behavior and the reactions one gets from others.
   b. In this activity, children enact the effect of a positive or negative self-image on one's bahavior.
6. Mary Smith:
   a. I like Mary because:
      1. She is nice to everybody.
      2. She has a nice smile.
      3. She is good.
      4. She shares her toys.
      5. She doesn't throw trash.

III. Unit Objectives:

1. Pupils will be oriented toward families of jobs.
2. Pupils will learn values in accordance with his life style (class-upper, middle, lower)
3. Pupils will discover the effects of negative and positive self-concept on one's behavior; and will accept courage to try and to accept rejection.
4. Pupils will learn ways of making social contact.
5. Pupils will understand and accept things which are not always completely satisfying.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Pupils will list and discuss attitudes by asking the children "What are the attitudes found among children?" Pupils will list both positive (courage, kindliness, self-confidence, temper tantrums, crying, bullying) attitudes.
2. Pupils will participate in ego groups. In the morning, a group of children are assigned a star child for the day. They are to observe the child for the remainder of the day, looking for positive attitudes and traits demonstrated in this child in both work and play. At the end of the day, these children list what they have learned about this child, and it is recorded on paper.

4. Pupils will compare a list of attitudes that contribute to employability and friends. Teachers might try to assign at least one desireable trait to each letter of the alphabet. Such a list might be as follows:

AN ABC OF GOOD ATTITUDES

A	Appearance	to self and others
B	Belonging	to a work group, gaining identity
C	Concept	healthy, realistic view of self
D	Desire	to work, to achieve
E	Easty	to work with
F	Faithful	to ideals and to trust
G	Get up and go	eagerness, ambition
H	Harmonious	working relationship
I	Independence	"I am my own man!"
J	Judgement	in making decisions
K	Kindness	to oneself and to fellow man
L	Learn	at work, at play, with people
M	Manners	appropriate for the occasion
N	Neatness	in appearance and performance
O	Openness	to directions and suggestions
P	Punctuality	no quality is more basic
Q	Quickness and Quietness	the Q-some twosome
R	Responsibility	you can depend on me
S	Safety	coupled with self-confidence
T	Task completion	tenacity
U	Understanding	what is expected
V	Vigor	goes well with anytning
W	Work well	do your best always
X	Excellence	something to shoot for
Y	Yak less	put mind in gear before engaging mouth
Z	Zeal	for life and work

C. Materials:

1. Books:

a. Dinkmeyer, Donald, Developing Understanding of Self and Others, D-2, American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014.
b. Tarvar, Lee, Teaching Slow Learners, Science Research Association, Inc., 259 East Erie Street, Chicago, Illinois 60611
c. Abraham, Willard, The Slow Learner, New York: Center for Applied Research in Education, 1964.
d. Dunn, L.M., Exceptional Children in the School, New York, Holt Rinehart and Winston, Inc., 1963.
e. U.S. Department of Health, Education, and Welfare, ERIC Report Leasco Information Production, Inc., 427 Rugby Avenue, Bethesda, MD 20014, 1970.

2. Filmstrips:

   a. American Guidance Service (records included); Newark School District Film Library,
      1. Acceptance of Difference, 177
      2. Carol Had A Problem, 371.5
      3. Leaders and Followers, 371.8
      4. More Than One Friend, 371.8
      5. Sticking To Your Job, 371.8
      6. Recognition and Responsibilities, 371.8
      7. New Friends--Good Friends, 371.8
      8. Playing Fair, 371.8

Unit Title: THE RESOURCE CLASSROOM AS A LABORATORY IN VOCATIONAL TRAINING

I. Unit Overview: NONE

II. Unit Content Outline:

A. Planning by the teachers and pupils in the division of the classroom into skill-building and general areas.
B. Practice by the pupils of skill-building abilities in the work area and the transfer of such abilities into other classroom.
C. Presentation of activities which give the pupils a chance to practice good attitudes and habits.
D. Assignment of student helpers.
E. Evaluation by the pupils.
F. Teacher-pupil conferences to discuss individual progress, improvement, and general evaluation of work.
G. Receiving of service points as payment for work-well done.
H. Correlation of work experience with training in the classroom.
I. Recognizing compensations for work well-done.

III. Unit Objectives: NONE

IV. Unit Description:

A. Criterion-Referenced Objectives:

1. Pupils will learn to have a better understanding of work and why people must work.
2. Pupils will gain satisfaction from completing a job well-done.
3. Pupils who have learning difficulties will work in learning centers and work-oriented activities to compensate for their limitations.
4. Pupils with learning problems will gain satisfaction from accomplishing work within their ability level in work activities.
5. Pupils will gain social, personal, occupational, and academic adjustment.
6. Pupils will correlate their work experience in the classroom to outside job opportunities and see the relationship in what they accomplish now will influence their future.
7. Pupils will evaluate themselves on the qualities of behavior necessary for school and job adjustment.

B. Learning Activities:

1. Pupils will list and discuss attitudes by asking the children "What are the attitudes found among children?" Pupils will list both positive (courage, kindliness, self-control) and negative (self-centered, lack of self-control, temper tantrums, crying, bullying) attitudes.

2. Pupils will discuss people who have influenced the way they feel about themselves. The list should include such people as parents, brothers and sister, extended family, and teachers.
   a. Allow students to discuss some specific ways in which these people have influenced their self-concept.
   b. Reverse the process and have pupils tell some ways in which they feel they have influenced another person's concept.
3. Pupils will participate in ego groups. In the morning, a group of children are assigned a star child for the day. They are to observe the child for the remainder of the day, looking for positive attitudes and traits demonstrated in this child in both work and play. At the end of the day, these children list what they have learned about this child, and it is recorded on paper.
4. Pupils will write a brief autobiography about themselves "Up To Now". This autobiography should include such things as;
   a. name
   b. family members address
   c. hobby
   d. place of birth and date
   e. personal description
   f. likes and dislikes
   g. favorite subjects
5. Pupils will write five goals they might want to achieve within the next few years. This activity would be a good device for discussing realistic and unrealistic goals and expectations. Some of the goals might be:
   a. getting a job
   b. having children
   c. buying a home
   d. joining the Armed Forces
6. Pupils will discuss the fact that understanding ourselves helps in our understanding of others.
   a. Pupils will learn that people need other people and this is why people group themselves into families and communities.
   b. Pupils will learn that by forming friendships, they can learn more about themselves and their relationships with others.
   c. Pupils will list qualities they would like in a friend such as:
      1. honesty
      2. interesting hobbies
      3. sense of humor
      4. similar ideas

      Then, pupils will check off some qualities they think they themselves possess.

C. Materials:

1. books:

a. U.S. Dept. of Health, Education, and Welfare, ERIC Reports. Laesco Information Products, Inc., 427 Rugby Avenue, Bethesda, MD, 20014, 1970
b. Finding Ourselves Phoenix, New York: Frank E. Richards, 1964
c. Getting Along With Parents Chicago; Science Research Associates, Junior Life Adjustment Booklets, N.D.
d. Jay, E.S. A Book About Me (Grades K-1). Chicago, Ill: Science Research Associates, 1952
e. Koschnick, K. The World of Work Syracuse, New York: New Readers Press, 1969. (Rdg. level grades 4-5, $1.25)
f. Learner, L. and Moller, M., Follett Vocational Reading Series. Chicago, Ill,: Follett Publishing Co., 1965-1967
Marie Perrone, practical nurse
John Leveron, auto mechanic
The Millers and Willie B., butcher, baker, chef
The Delso Sisters, Beauticians
Helen Greene, dept. store work
Anita Powers, office worker
Teacher's Guide and Answer Key
g. Turner, R.H., Turner - Livingston Reading Series. Chicago, Ill.:
Follett Publishing Co., 1962.
The Family You Belong To
The Friends You Make
The Jobs You Get
The Money You Spend
The Person You Are
The Town You Live In

2. Filmstrips:

a. Eyegate, Inc., Jamaica, New York
b. Fixing a Flat Tire, 117D
c. Getting Along With Friends, 78F
d. Getting Along With Yourself, 78D
e. Stocker In a Supermarket, 117B
f. The Gas Station Attendant, 117I
g. The Nurse's Aid, 117H
h. The School Cafeteria Worker, 117F
i. The Waitress, 117C

3. Books:

   a. Dunn, L.M., Exceptional Children in the School, New York, Holt, Rinehart and Winston, Inc., 1963.
   b. U.S. Department of Health, Education and Welfare, ERIC Report, Leasco Information Production, Inc., 427 Rugby Avenue, Bethesda, MD 20014, 1970.

4. Filmstrips:

   a. American Guidance Service (records included) Newark School District Film Library,
      1. Acceptance of difference, 177
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      4. More Than One Friend, 371.8
      5. Sticking to Your Job, 371.8
      6. Recognition and Responsibilities, 371.8
      7. New Friends--Good Friends, 371.8
      8. Playing Fair, 371.8

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Science area-safety equipment, and temperature equipment located near sinks and electrical outlets.
2. Grooming area-allows for practice and experimentation with grooming equipment as well as learn vocational skills in personal service area. Need hair grooming supplies such as full length mirror, cabinet of brushes, toiletries. Also need dryer, shoe and nail care equipment, sewing supplies, towels.
3. Shop area-allows for practice with tools for building or repair work. Need a workbench with assorted nails screws, and first aid equipment. Also need painting equipment, sand paper. Helps to learn about care of equipment and observe safety rules.
4. Library area-area equipped with all sorts of books, magazines, newspapers, audio-visual equipment, such as record player and radio, t.v. Like to have a large rocking chair and pillows on rugs arranged as a quiet area.
5. Teacher-pupil area-hold pupil-teacher conferences. Need to have desks, chairs, typewriter, filing cabinets or shelves. Also need lots of material for academic skill training like audio-visual, tactile, games and learning aids for perceptualmotor training. Need school equipment such as staples and removers, tape, scissors, pencils and pens, paper clips, tape recorder, thumb tacks.

CAREER CENTERS

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Unit Title: COMMUNICATIONS

I. Unit Overview: As a segment of the Career Education Project, the "Career Centers" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference materials. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student in not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students which further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to list several types of man's early communications.
2. The student will be able to discuss the types of communication that are used today.
3. The student will be able to discuss the development of transmitted communications, and visual communications.
4. The student will be able to discuss the roles telephone communications plays in goods production.
5. The student will be able to identify various types of visual communications and how they effect consumer purchases.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Groups of students may send or receive communications by use of Semaphore or wigwag flag systems. The flags could be drawn, cut from colored paper or scrap cloth.
2. Groups of students can construct a telegraph system.
3. Students report on several types of communication using as visual aids, models or illustration they have made.
4. Have a representative of the telephone company address the class explaining the telephone's system organization; or plan a field trip to visit the telephone communication center.

C. Materials:

1. Books
   a. The Magic of Words, 400A, Alexander Arthur
   b. Sending the Word, 384.09B, Walter Bucher
2. Study Prints
   a. World Wide Communications Series
   b. Walt Disney Educational Materials Corp., 380.3A
3. Filmstrips
   a. Communications: The Newspaper, 070.1C
   b. New Communication Era, 621.38N

Unit Title: CONSERVATION

I. Unit Overview: As a segment of the Career Education Project, the "Career Centers" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in unilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference materials. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students which further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Objectives:

1. The student will be able to identify various types of pollution.
2. The student will be able to discuss the effects of pollution on his environment.
3. The student will be able to discuss various types of natural resources.
4. The student will be able to discuss the effects of pollution on water resources.
5. The student will be able to discuss the relationship to man of natural resources.
6. The student will be able to list occupations related to natural resources conservation.

III. Learning Activities:

1. Plan a group clean-up project in the local area of non-decaying litter, all that is required is people and large garbage bags.
2. Plan to visit a landfill or dirt quarry to observe land erosion. Students should construct clay, plaster, or paper mache models to illustrate erosion effects.
3. Students report on renewable and non-renewable resources. Students could use photographs, drawings, slides, etc., to show man's and nature's devestation.
4. Visit a sewage disposal plant in local area. If there is none, find out what happens to waste and sewage. What means are used to handle disposal.
5. Have a member of the state health department address the class concerning health and pollution standards in your state. Occupations and careers could be discussed to show the importance they place in health and environmental control.

C. Materials:

1. Filmstrips
   33.7, Conservation of Our Forests, 291;C
   333.7, Conservation of Wild Life, 292; C
   333.7, The Need for Conservation, 288; N
   333.7, The Waste of our Resources, 287; W
   333.7, Water and It's Conservation, 289; W
2. Transparencies
   TR 333.9 Series, Conservation: Our Resources
3. Books
   Conservation and You, 333.74; Allen S. Hitch and Marian Sorenson
   Soil, 631.4R; Helen Ross Russell
   Child Craft, Field Enterprises Education Corporation

Unit Title: VISUAL ARTS

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference materials. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students which further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Objectives:

1. The student will be able to discuss how commercial advertising effects his choice of products
2. The student will be able to list several types of commercial advertising.
3. The student will be able to design his own visual representations of several concepts or ideas.
4. The student will be able to discuss the meanings of early Indian or cave paintings images.
5. The student will be able to identify several costumes of dress from various periods of history.
6. The student will be able to develop his own advertising campaign for a certain good or service.

III. Learning Activities:

1. Have the students form companies, decide on a simple good to produce. Students will follow production sequence; design, investment, advertising and sales.
2. Using cut paper, paint or magic marker, students will redesign highway, street, and pedestrian signs.
3. Students can do a series of illustrations tracing men's and women's dress design, and present a comparative report using their illustrations for visual aid.
4. The students can visit a local television station to observe how commercials are produced. Follow up with students producing their own television commercials.
5. Plan a visit to a local advertising agency to observe the process of product promotion.

IV. Unit Description

A. Criterion-Referenced Objectives: NONE

B. Learning Activities: NONE

C. Materials:

1. Study Prints: 380.3 C World Wide Communication set #202 Walt Disney Education Corp.

2. Film Strips:
FS 701.8 C The Art of Seeing series Warren Schloat
FS 709 O Origins of Western Art
FS 702 U Understanding Pop Art

3. Books:
701 G "The Meaning and Wonder of Art Fred Geltings
709 R "Your Art Heritage Olive Riley
970.6 H "Indian Arts Robert Hofsinde

Unit Title: GOVERNMENT AND SOCIAL SERVICES

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference materials. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students which further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Context Outline: NONE

III. Unit Objectives:

1. The student will be able to discuss the necessity for a police department and how it's organized in the community.
2. The student will be able to list several public workers (and their roles) that directly effect him.
3. The student will be able to discuss the process involved in the making of a law.
4. The student will be able to discuss the meaning of social services and list several services supplied to the community.
5. The student will be able to list job requirements for several government and social services occupations.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Draw pictures or make models of various types of fire fighting equipment, report on their functions, or set up a classroom display. Have members of local fire company display hand equipment and explain their use.
2. After gathering information regarding services supplied by social welfare agencies, have students form agencies and role play problems. See how well they handle situations.

3. Plan a visit to town hall, interview as many city officials and workers as possible. Follow-up with "news release" showing job requirements, duties, and description.
4. Have students in terms. Each person will give clues concerning a specific occupation or service. Team that correctly guesses what the members are acting out gets a point. Suggested workers: police, fire, postal, teacher, librarion, social worker and health worker.

C. Materials:

1. Books: 353s Government at Work
Rebecca Schull
352e The First Book of Local Government
2. Filmstrips: 352w What is a Mayor
Trol Associate
The Workers of Public Welfare
Eye Gate
3. Transparencies: 301.341 How is Your City Governed?
917.51d State Government

Unit Title: CONSTRUCTION

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference materials. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teacerrs and a small group of students. The centers attempt to provide the students with further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to list basic materials needed for home construction.
2. The student will be able to discuss the natural and man made materials used in construction and the origins of these materials.
3. The student will be able to identify several occupations related to the building trade as well as to the building materials producers.
4. The student will be able to discuss how the demand for building materials effect renewable and non-renewable natural resources.
5. The student will be able to discuss the environment and social trends and how they effect the types and styles of structures constructed.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Have groups of students construct scale models of various types of structures representing the development of shelter. Materials: pebbles, sand paper, balsa wood, twigs, cardboard, paint, and elmer's glue.
2. Students can make a map of an area illustrating the types of structures which make up the community. They will need to design symbols representing the variety of structures, roads, wooded areas, railways, bridges, etc. Have the students discuss and report such things as zoning laws, land development, and architectural styles.

3. Have students do a scale drawing of the type of house they would wish to live in. Followup with making a scale model as accurately as possible.
4. Have students report on the various types of structures, pointing out how the intended use of the structures dictates its design. Ex: Large offices, farm buildings, banks, entertainment places, etc. Use drawings, photographs or paintings for visual aids.

C. Materials:

1. Books
   a. 625.7B, Construction Ahead, Viking Press
   b. 620F, The Engineer, C.C. Furnas
   c. 620.9B, Engineers Did It, Diane Bradley
   d. 620 9L, Engineers Dreams, Willy Lay
   e. 720.9B, From Stones to Skyscrapers, Thea Bergere
2. Filmstrips
   a. 690B, Building the Shell of a Home
   b. 690F, Finishing the Home
   c. 690P, Planning the Home
   d. 728H, Houses in the U.S. Old and New

Unit Title: ANIMAL AND PET CARE

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference activities. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. Tje centers attempt to provide the students with further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to list several common domestic animals and discuss their care.
2. The student will be able to list several occupations that directly relate to pet care.
3. The student will be able to make the distinction between animals that are kept as pets and animals that are raised for live stock.
4. The student will be able to list local and state agencies which provide care and iad for pets.
5. The student will be able to discuss local and state regulations for live stock production.
6. The student will be able to discuss care of their particular pet (if applicable).

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Have a representative of the S.P.C.A. present a program on: (a) Live Animals, (b) SPCA work, (c) movie - "How to Choose a Pet."
2. Present a pet show, have children discuss breeds of animals. Demonstrate pet care; brushing, cleaning, feeding, etc.
3. Plan a visit to a dairy farm. Interview farmer concerning his work and care of animals. Students report on their findings.

4. Have students conduct a "be kind to animals" campaign; discussions, poster projects, and home followup.
5. Career games; group list occupations of people who work with animals. Make up score cards and point systems.

C. Materials:

1. Filmstrips
   a. FS 590 A; Animals Babies, 301.
   b. FS 590 A; Animal Differences, 302.
   c. FS 590 T; Tame Animals, 303.
   d. FS 636 F; Farm Animals, 303.
   e. FS 641.3 S; The Story of Meat, 386.
2. Study Prints
   a. SP 636F; Farm and Ranch Animals.
   b. SP 636I; Pets.
3. Filmloop
   a. Farm Animals, Visual Edecation Inc.

Unit Title: RECREATION AND SPORTS

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference activities. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students with further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to list the equipment and rules necessary for playing a particular sport or game.
2. The student will be able to discuss occupations, related to a particular sport, other than the player.
3. The student will be able to list several life time sports that are of access in the community.
4. The student will be able to list several "sports" that are considered professions of some people.
5. The student will be able to identify various pieces of equipment and tell which sport activitiy for which they are used.
6. The student will be able to discuss a particular sport and give its history.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Have the students video-tape their own sports newscast or interview that would cover one or two sports per segment.
2. Have a person from the University Physical Education department address the class concerning some of the life time sports offered at the school. Some of the equipment used in these sports can be shown and discussed.

3. After necessary discussion, make a list of sports and games to be presented in game form; by teams have the students unscramble or match equipment to sports.
4. Students can write city and state recreation agencies for info concerning free public recreation facilities. Follow-up; have students design a map with a key showing location of these facilities.
5. Students can do a research report on a sport of their interest. They can use visual aids they have drawn or painted as well as pieces of actual equipment.

C. Materials:

1. Books:

796 B	Recreational Sports Clifford Brownell
920 H	American Women in Sports Phyllis Hollander
796 K	Sports and Games Harold Keith

2. Filmstrips:

FS B Robinson	Sports Jackie Robinson
FS	Sports Close-up 2 with cassets
FS	Winners All with cassets

Unit Title: ENTERTAINMENT

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference activities. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is not measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students with further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to list several occupations related to specific field of entertainment.
2. The student will be able to discuss the world of entertainment in relation to the world of communication.
3. The student will be able to, in some phase contribute to a group performance for another group of students.
4. The student will be able to discuss the development of (theater, film, music, etc.) in America.
5. The student will be able to write about a specific occupation in theater, music, television, radio, etc., and give its job requirements.

IV. Unit Description:

A. Criterion-Referenced Objectives: NONE

B. Learning Activities:

1. Plan a live performance, include script, lighting, sets, and sound effects, etc. Discuss all related roles and occupations.
2. Produce a television variety show; "agents" will audition and book performers. Discuss related occupations to television production.
3. Produce a radio show - script should include as many sound effects as possible. Discuss and demonstrate how splices and dubs are made on tapes.
4. Plan a visit to a local radio station - follow-up: produce a "top 40" show with DJ, adds, and news.
5. Produce a morning news program. Local and state news.

C. Materials:

1. Filmstrips:
   - FS 791.3 H — Here Comes the Circus
   - FS 791.4 M — The Motion Picture

2. Study Prints:
   - 380.3 T — Television set #204 World Wide Communication
   - 380.3 — Motion Picture #204 World Wide Communication

Unit Title: HEALTH AND SAFETY

I. Unit Overview: As a segment of the Career Education Project, the "Career Corners" concept was developed to supplement and enhance the classroom units. Although the format of the centers differs from the proposed structure, it is organized in order to be flexible in utilization. Incorporated into it's scheme are: unit goals, unit objectives, activities, and reference activities. The unit goals state the intent of the career center, while the unit objectives state the desired outcome of the student in performance terms. Since the structure of the centers is supplemental to the classroom units, the performance of the student is mot measured or evaluated according to criterion-referenced objectives. The centers are designed for activities which followup or culminate units, or used as interest clubs by the teachers and a small group of students. The centers attempt to provide the students with further opportunities to develop their awareness of themselves, of job opportunities, and of the broad areas of occupations.

II. Unit Content Outline: NONE

III. Unit Objectives:

1. The student will be able to discuss good personal hygenic practices and why they are important to his health.
2. The student will be able to list several rules for teeth and hair care.
3. The student will be able to discuss the effects of drug abuse on his body function.
4. The student will be able to list bicycle and pedestrian safety rules.
5. The student will be able to list several occupations in health services that help him maintain good health standards.
6. The student will be able to list several local and state agencies that control or regulate health and safety standards.

IV. Unit Description:

A. Criterion-Referenced Objectives: None

B. Learning Activities:
1. Make a safety hazards survey in school or community. Have action group of students try to eliminate as many of these as possible.
2. Role-play a situation of a student being offered: (a) an unknown substance, (b) a drug, (c) alchohol. Discuss student's reaction to each situation.
3. Have a dentist, doctor, or school nurse discuss the importance of a well balanced diet and its effects on the body.

4. Make bulletin board illustrating the five senses of the body and their roles.
5. Have a state policeman address the class on pedestrian and bicycle safety. Follow-up with safety poster campaign.

C. Materials:

1. Filmstrips:

301.3 C	Our Health Department	173
612 F	The Five Senses	591-595
612 L	Let's Talk About Teeth	359
613.2 F	Food for Good Health	659
616.86 D	Drug Abuse: Who needs it?	610
629.2 M	How to Ride Your Bicycle Safely	

2. Books: P371.7 J Safety Education

3. Study Prints:

614.8 S	School Bus Safety
614.8 W	Welcome to Hazardville

APPENDIX A

APPENDIX A
Unit Author and School

Unit	Author	School
A-1	Maryann Whann	McVey
A-2	Maryann Whann	McVey
A-3	Maryann Whann	McVey
A-4	Maryann Whann	McVey
A-5	Maryann Whann	McVey
A-6	Maryann Whann	McVey
A-7	Maryann Whann	McVey
A-8	Maryann Whann	McVey
A-9	Maryann Whann	McVey
A-10	Maryann Whann	McVey
A-11	Maryann Whann	McVey
A-12	Maryann Whann	McVey
A-13	Maryann Whann	McVey
A-14	Maryann Whann	McVey
A-15	Joan Bussard	Leasure
A-16	June Guy Betty Leonard	Maclary
A-17	Barbara Moody	Brookside
A-18	Barbara Moody	Brookside
A-19	Barbara Moody	Brookside
B-1	Linda Handling	Cobbs
B-2	Linda Handling	Cobbs

APPENDIX A
Unit Author and School

Unit	Author	
B-3	Linda Handling	Cobbs
B-4	Linda Handling	Cobbs
B-5	Linda Handling	Cobbs
B-6	Linda Handling	Cobbs
B-7	Linda Handling	Cobbs
C-1	Pat Brandt	Wilson
C-2	Pat Brandt	Wilson
C-3	Anne Coleman	Brookside
C-4	Anne Coleman	Brookside
C-5	Anne Coleman	Brookside
C-6	Anne Coleman	Brookside
D-1	Tom Downes	Maclary
D-2	Tom Downes	Maclary
D-3	Tom Downes	Maclary
D-4	Tom Downes	Maclary
D-5	Tom Downes	Maclary
D-6	Tom Downes	Maclary
D-7	Tom Downes	Maclary
D-8	Tom Downes	Maclary
D-9	Tom Downes	Maclary